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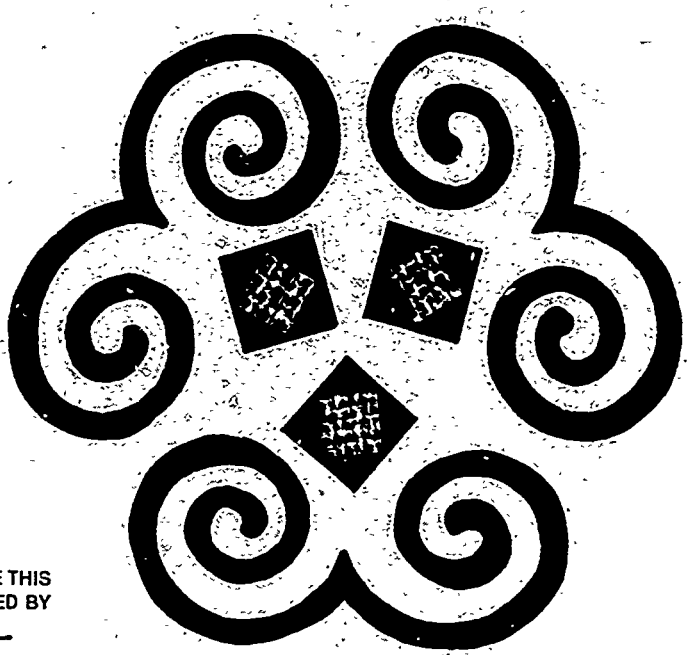
ABSTRACT

Iowa's guide to developing and implementing programs for the state's limited-English-proficient (LEP) school population addresses issues in developing policies, identifying student needs, and planning educational programs. The first chapter discusses the legal and educational rationale for providing equal education to the LEP population, outlining relevant federal court litigation and Iowa's mandate and standards. The second chapter lists school district planning tasks (including policy considerations, parent and community involvement, establishment of entry, exit, and other criteria, program design, student placement and progress) and sources of program funding (local, state, and federal). The third chapter discusses student assessment procedures and instruments, and includes some sample forms and criteria of language proficiency. Chapter four outlines the characteristics, goals, and instructional strategies associated with two general program models, English as a second language (ESL) and bilingual instruction (ESL with first-language assistance). Proportions of instructional time devoted to language and content areas in transitional and language-maintenance programs are also charted. A chart of assessment instruments for oral language proficiency and reading skills and a list of state and national organizational resources for program development are appended. (MSE)

Educating Iowa's Limited English Proficient Students



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Chapter 1

Introduction: Legal and Educational Rationale

During the almost 10 years since the original publication of this handbook for Iowa districts with limited English proficient students, there have been several significant socio-political and educational changes.

An increasing number of languages and cultures are represented in our society and in the political arenas of the country. Societies in trouble from poverty or from repression have sent us immigrants and refugees who seek the American Dream. There are shifting balances among minority group populations with a prognosis of even greater shifts.

Educational programs have increasingly moved toward responsibility for learning, with emphasis on students acquiring competencies and retaining skills or information from the instructional process. Educators increasingly question the validity of standardized tests for any student, especially for students who do not understand the language used on the tests. All of this has taken place in an atmosphere of reform where we are using the learnings and test results in specific attempts to assess and then improve education.

In society and in our educational institutions, we have acquired a better understanding of the implications of a language and cultural difference when learners need to make use of available programs. In short, we know more now about language acquisition, about cultural change, about competencies, about testing, about effective states of the learner, about individual assessments and about ourselves.

The changes in this handbook attempt to reflect these new understandings. We seek to give Iowa educators a picture of the unique needs of limited-English-proficient (LEP) students and to offer a guide to providing equal access to the quality education available in the state. The handbook will be of value primarily to those responsible for designing and implementing programs in the local school districts.

I. Federal Involvement

Developing appropriate programs or placements for LEP students requires a sound understanding of the linguistic, social, psychological and cultural factors which affect the learning environment. The federal government has been involved in providing direction and mandates for the development of an understanding of local districts' obligation to "do something" (as the Lau decision required).

A. Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act of 1964 forbids discrimination on the basis of race, color or national origin in any federally assisted program. It is a congressional mandate to ensure that federal monies are spent in a nondiscriminatory way. Title VI states, "No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

B. Equal Educational Opportunity Act of 1974

This act declares that all public schools are required to provide an equal educational opportunity to students regardless of their race, color, sex or national origin. The law lists six acts which constitute denial of equal educational opportunity. One of these six is "the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program." The act does not, however, outline what kinds of instructional programs need to be implemented to constitute "appropriate action to overcome language barriers."

C. Lau v. Nichols (94 S.Ct.736, 1974)

This case was filed in San Francisco on March 24, 1970, as a class action suit on behalf of 1,800 Chinese children who argued that the San Francisco school district's failure to provide instruction in their first language or to teach them English as a second language was a violation of the Fourteenth (Equal Protection) Amendment to the U.S. Constitution and of Section 601 of the Civil Rights Act of 1964 which bans discrimination "on the grounds of race, color or national origin."

On January 21, 1974, the United States Supreme Court held that a school district's failure to provide special assistance to students who do not know English denies them a meaningful opportunity to participate in the public education program and, thus, violates regulations and guidelines of the Civil Rights Act of 1964. The court held that ". . . there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

The court did not specify a particular remedy, but it did rule that the school district must provide special treatment for children of limited English speaking ability or face the loss of federal funds.

II. Iowa Non-English Speaking Legislation: Chapter 280.4, Uniform School Requirement - Iowa Code

This section of the Code requires that transitional bilingual education or English as a second language programs be provided for students whose primary (first) language is one other than English, until the student demonstrates a functional ability to understand, speak, read and write the English language.

Section 670.57 of the Department of Education Administrative Rules sets the standards for these programs. The Department of Education is responsible for both monitoring and providing technical assistance for the programs.

III. Meeting the Students' Educational Needs

Educating LEP students is a long-standing issue in American education. In our society, composed totally of persons from other areas of the world, the school has played a special role in acculturation. Thus the society of the United States has been and is culturally plural. Diverse groups come in contact with the language and cultural norms of the new society in the school.

In the past, since it was assumed that many persons were assimilated into the new society with ease, the schools operated on the assumption that non-English students would "pick-up" English merely by being in an English-speaking environment. The belief was that teaching the students in English provided them the means to learn the language itself (a task which takes native speakers about five years before entering schools). Some alert, self-confident, attentive and secure students were able to acquire English language skills and over time were able to be successful. Others were not successful and had difficulty both in making academic progress and in finding employment. There used to be more opportunities for employment for this segment of the population than there are now.

Cohen (1970) in a review of educational statistics from the first half of the 20th century, found that immigrants from non-English-speaking countries were much more likely to experience educational retardation than children from English-speaking countries. He also found a much higher drop-out rate among these children. Cohen's evidence indicates that language as well as cultural background and socio-economic level all influenced the ways in which different groups responded to the language and cultural differences they found in the classroom.

In this country, drop-out rates among language-minority students have always been relatively high. Until recently, however, there was virtually no way of determining the extent to which language problems were responsible. What was clear was that language minority students dropped out sooner and in greater numbers than their monolingual English classmates (Steinberg et. al., 1982).

This situation was not seen as a problem in the past because the students were among many who did not finish high school. Moreover, the economy of the time provided many job opportunities for high school dropouts. They were not a problem because they did not constitute an economic burden on society. Recently, however, the economy has come to rely on technological advances and there are fewer opportunities for workers.

The Congress, the courts, the schools and society as a whole have identified language and cultural differences as key factors in the educational failure of minority students. Preventing this failure has become a challenge to schools nationwide as the number of languages and the number of students steadily increase.

In Iowa, schools have dealt with this challenge in one of two ways: English as a second language (ESL) programs alone or in conjunction with first language use for content learning. This combination has become known as bilingual (two language) education. Both of these will be treated in detail in Chapter 4.

ESL alone. In the ESL approach, LEP students are taught English through direct instruction in the use of English usually through pullout or scheduled classes much as an English proficient student might be taught French or Spanish. The objective of this approach is to enable students to cope with content area subjects taught in English. ESL instruction involves developing all four of the language skills with a focus on listening and speaking as a foundation for reading and writing.

Bilingual Education: ESL in conjunction with use of the first language by teachers or tutors in the content areas. In this approach, students receive instruction in content in their first language, along with English language instruction until English is strong "enough" and the student proficient "enough" to receive all of his or her instruction in English. The goal of the program is to help students reach a proficiency level in English with sufficient information, skills and processes to be placed in all-English classes at their appropriate grade level.

We have learned that it is inappropriate to assume that students will learn English solely from exposure to it in the classroom.

It is inappropriate and illegal to place such students in programs for the handicapped on the basis of limited English proficiency alone.

It is inappropriate and illegal to fail to provide special materials or instruction for such students.

It is inappropriate and educationally unsound to assume that learning a second language is quick and easy. According to Cummins (1980), it usually takes one to three years to acquire basic interpersonal communication skills (BICS) or survival language. It takes another four to seven years to acquire cognitive academic language proficiency (CALP) or the language necessary to succeed academically.

References:

Cohen, D. K. 1970. Immigrants and the schools. *Review of Educational Leadership.* 40:1, 13-27.

Cummins, James. 1980. The exit and entry fallacy in bilingual education. *NABE Journal,* 4:25-60.

Steinberg, L., Blinds, P. L. and Chan, K.S. 1982. *Dropping out among language minority youth: A review of the literature.* (NABR Working Paper No. 81-3W). Los Alamitos, CA: National
Center for Bilingual Research.

Chapter 2

Initiating Programs

The Supreme Court, in the case of *Lau v. Nichols*, denied the argument that providing limited-English-speaking students with the same facilities as their English-speaking peers constitutes equal treatment and equal educational opportunity. School districts have the responsibility for developing special programs for all limited-English-speaking students to ensure them equal access to quality education. The following outline shows the steps which Iowa school districts enrolling LEP students should consider to initiate programs for these students.

I. Tasks for the School District

The staff of the school district sets the atmosphere and the educational climate in which programs for LEP students will operate. They determine whether the program is merely a written statement or an operating system providing for educational needs. It is, therefore, important that the local staff person chosen to implement and oversee the program be knowledgeable of the operational patterns of the district as well as the various options available for program planning. In many cases the program implementation represents a major change for the personnel of the district. The following are offered to guide the initial steps of the staff members in planning for the changes needed.

A. Considering Policy

A review should be made of district policies which have bearing on the future program. Policies on discrimination, desegregation, individualized program, testing and assessment, etc., may be related to programs for LEP learners. It is also suggested that district personnel consider a specific policy statement supporting assistance to students whose English skills are not sufficient for "learning in English."

B. Involving the Parents and Community

The success of any educational program requires the cooperation of five groups: board members, administrators, faculty and staff, students and parents/community members. Programs for limited-English-speaking students are no exception. It is valuable to have both formal and informal methods for including parents and community members, who can be very helpful. They can assist in planning and developing the program, developing materials, constructing needed facilities, organizing field trips and presentations as well as assisting in the classroom.

If there is an existing community advisory group which includes members of the ethnic group(s) for whom the program is needed, this group should be part of the planning. If not, consider a subcommittee of the community group with representation of the board, the ethnic community including parents, and the personnel who will implement the program.

Most parents are eager and willing to help but often unfamiliar with the school system. In some cases their own school experiences were in another culture. It is helpful, then, for teachers and administrators to let them know their assistance is welcome and needed. The best programs of parent involvement start with a few very committed parents and grow over the first two or three years of the program.

C. Establishing Criteria (Entry, Exit, etc.)

In Chapter Three we will discuss the specifics of identifying the people for whom the program is designed and placing those people according to specific needs and priorities. It is necessary to specify the exact criteria under which students are screened into or out of consideration for the program; the exact description of the scores, the behaviors, the teacher recommendations under which a student enters the program and the exact description of the point in the student's educational development at which the student will be considered prepared to exit the special program and meet with success in the mainstream program. (See Chapter Three for sample criteria.)

D. Designing Programs and Curriculum

Chapter Four will give you a general introduction to some of the program possibilities. The planning process needs to take into account the needs of the students, number of students, levels of proficiency in English, number of languages, grade levels of students, resources available and funding possibilities.

If a district has two children whose first language is Korean, both in grade two at the same school, then the pattern chosen will probably be bilingual tutors. The decision of course is based not only on student needs but on available resources. There may be no speakers of Korean available and the choice will be ESL tutors.

If a district has 45 students from six language groups spread over 12 grades, perhaps the district will consider ESL teachers who can travel to different buildings on a scheduled basis.

The major consideration is choosing patterns of staffing and program design which make the best use of resources to help the students.

E. Placing the Students Appropriately

The appropriateness of placement depends on the provision of three things to each student at the level of need: first, English language direct instruction assuming that English is the learner's second communication system; second, support and understanding of the learner's cultural and linguistic adjustment; and third, a way to continue learning at the developmental level appropriate for his or her age and abilities.

A significant concern for placement is the school level. An elementary student would usually be in a particular placement for the day with support at times during the program. A secondary student would be placed in particular class periods at different points in the departmental structure of the school.

Several areas cause difficulty, including how to teach math to a 12-year-old whose English is at kindergarten level; how to help a student who must spend 90 percent of school time listening to and attempting to learn in English when only 10 percent of his or her time is spent receiving any help; and how valid tests are when the student takes them in an unfamiliar language.

If the program planning includes teachers, three issues can be raised and addressed in the placement process. A consensus is important for the reason stated in Chapter Three: Each learner presents an individual profile with myriad facets that must be considered.

F. Evaluating Progress

As part of the program design, there will be a specific process and schedule for evaluating the students' progress as well as the program's efficacy. The goals and objectives of the program will be reviewed and progress assessed in terms of the reactions of staff, students and parents. The students' progress will be assessed in terms of their individual needs in the three major areas (English instruction, support and opportunities to continue learning). The students' progress will then be matched with an exit criteria to discover whether or not exit is possible.

Some specific data collection areas are:

1. Teacher observation and assessment
2. Parent reports
3. Student attitudes and behaviors—
   - Self-image
   - Cultural pride and adjustment to new culture
   - Awareness of new value system
   - Positive school attitudes
4. Language proficiency assessment instruments (local or national)
5. Student grade reports
6. Standardized test results (for those proficient enough to attempt the tests)

In other words, the evaluation needs to be aimed at examining not only the child as the product of the program but the process that is being used to achieve the desired goals.

II. Sources of Funding

Inherent in a school district's obligation to take "appropriate action to overcome language barriers that impede equal participation by its students" (Equal Educational Opportunity Act of 1974) is the obligation to finance these programs. State funds are allocated to school districts on the basis of enrollment. Thus, a district is given the same funds for the education of an LEP student as for a native speaker of English. The Iowa Department of Education's Bureau of Compensatory and Equity Education attempts to keep schools informed about available funds from other sources as well as through letters, phone calls and personal visits.

A. Local

Local district funds are to be used to provide and supplement appropriate programs for LEP students when other sources of funding are not available or sufficient to provide necessary services.

B. State

LEP Student Funding: The school district may apply to the school budget review committee for funds to provide English as a second language instruction, a transitional bilingual or other special instruction program when support for the program from other federal, state or local sources is unavailable or inadequate.

The Department of Education shall review all applications for funding and make recommendations to the school budget review committee regarding their disposition. The school budget review committee shall not grant funds to a public school for instruction in English as a second language, a transitional bilingual or other special instruction program unless the program is also available to nonpublic school students in the district.

C. Federal

Title VII ESEA Bilingual Education: Title VII of the Elementary and Secondary Education Act (ESEA) provides federal money to school districts to implement transitional bilingual education and ESL programs. This money usually goes to pay the salaries of bilingual education program administrators, teachers and teacher aides, to purchase or develop appropriate materials, to offer training for staff and to pay for special services and activities for parents. The Bureau of Compensatory and Equity Education provides assistance to school districts planning to write the proposal required for these funds. The competition is based on the merits of the proposals. Announcements regarding deadlines, regulations and requirements are published in the Federal Register and are also communicated to local school districts by the Bureau.

Transition Program for Refugee Children: Under the Refugee Act of 1980, federal funds are made available to school districts that offer programs for "eligible refugee children" in elementary and secondary school. "Eligible refugee children" are defined as alien children who have, or whose parents have, an Immigration and Naturalization Service I-94 alien registration card listing their status as "Refugee" and who have been in the United States a specified length of time. Funding is based on a per-pupil weighted count which gives more weight to recent arrivals and secondary school-aged students. These funds can be used for ESL and bilingual education teachers' salaries, tutors, appropriate materials, inservice training for teachers and for activities which encourage parent involvement. Districts have only one annual opportunity to apply for these funds; the application date is set annually by the United States Department of Education and published in the Federal Register. The Bureau of Compensatory and Equity Education informs all districts of the annual deadlines, collects the necessary application forms and disburses these funds.

Emergency Immigrant Education Program: This program provides financial assistance to state educational agencies for supplementary educational services and costs for immigrant children enrolled in elementary and secondary schools. "Immigrant children" means children who were not born in this country and who have been attending schools in one or more states for less than three complete academic years. In order to qualify for the funds, a district must have at least 500 immigrant children or 3 percent of the total school population.

Migrant Education Program: this program seeks to identify and meet the specific educational needs of migrant children in remedial instruction, cultural enrichment and career awareness. Special attention is given to the development of skills in English, oral language, reading and mathematics.

A child must fall into one of the following categories to be identified as an eligible migrant child:

1. "Interstate" Migrant Child: a child who, within the previous 12 months, has moved across state boundaries so that his or her family may find agricultural or fishery-related work.

2. "Intrastate" Migrant Child: a child who, within the previous 12 months has moved across school district boundaries within a state as members of his or her family seek seasonal employment.

3. "Formerly" Migratory Child: a child who has been an interstate or intrastate migrant but has ceased to migrate within the previous five years and now resides in an area in which a program for migratory children is provided.

The state education agency is directly responsible for administering and operating the state's migrant education program. This includes a state plan for funding, subcontracting to local education agencies, monitoring, inservice, evaluation and disseminating information. Any school district that has 10 or more eligible children enrolled in an attendance center can receive funds.

Migrant education funds are distributed to states on the basis of a formula under which a state receives a maximum grant. The grant is determined by the number of migrant children ages 5 to 17 residing full or part-time in the state. Any school district interested in further information about the migrant education fund should contact the Bureau of Compensatory and Equity Education.

The chapters which follow will provide more detail on some of the activities for these funds.

Chapter 3

Identification of Students through Assessment

Students who come from language backgrounds other than English (language-minority students) vary significantly from each other along some very important dimensions.

They vary in their educational experience. Some may have completed the expected number of years of schooling while the education of others may have been limited or interrupted.

They vary in the degree of bilingualism that they have attained. This means that their proficiency levels in English and in the native language will be different from others also labeled as "bilingual." Some may have no proficiency in English while others may have "picked up" some English (either informally or through previous schooling). Some students may have the expected skills in their native language and others may lack even minimal skills, perhaps because of inadequate exposure to the language or infrequent use of the language.

In addition, students may come from a variety of home backgrounds: some may have illiterate parents while others may have parents who are not only bilingual but are also literate in English and in the native language.

Thus identifying language minority students and assessing their skills are critical steps in providing them with quality education. This chapter provides educators with specific guidelines and suggestions for identifying language-minority children (students who have a primary language other than English) and for assessing their skills in English to determine which of the students are limited in English proficiency (LEP).

Note: all of the material for this chapter is taken from *Assessment of Language Minority Students* (Hamayan, Kwiat and Perlman, 1985). We have condensed some of the ideas and therefore suggest that you purchase a copy of the text. A revision is being prepared but copies of the earlier edition may be available from the Illinois Resource Center in Arlington Heights, Illinois.

I. General Procedures

Who needs to be assessed? The first level of assessment is the screening required to separate the language-minority students from those who have not had the influence of another language in their background. Because of a long history of multiethnicity in the United States and because of intermarriage between those of different ethnic groups, it is often difficult to ascertain the presence of another language.

A student may be considered to have another language if he or she learned that language as the mother tongue, used that language frequently with family or peers, or has a member of the family who uses that language. Even if the student does not appear to have any proficiency in a language other than English, the presence of such a language in a child's family makes it advisable to assess that student's skills in English. Thus it can be determined whether or not the development of English language skills has been affected by the presence of another language.

A district may include such a screening as part of the intake procedures. It can be done using a few questions about the language or languages used at home. The student language survey (page 12) can be used for this purpose. Individuals using the survey questions would need some information about language backgrounds and countries of origin, which may differ. They would be helped by a list of the languages with the highest student representation in Iowa (page 13).

The second level of assessment is that required for determining exactly how proficient the student is in English. This should be done as early as possible in the academic year or upon the student's arrival in the school. Some may be so limited in English that a simple interview will reveal that they need specialized instruction in order to survive in classrooms where English is the only language of instruction. Other students will be so proficient in English that a simple assessment (report cards, test scores, interview) will also be sufficient. In this case, however, the assessment is used to determine that they do not need specialized instruction to be successful. In both cases, the students' skills will be matched against the criteria established for placement (entry criteria).

A word of caution: many seemingly proficient students are placed in mainstream classrooms without specialized services, only to discover later that they lack abstract and complex academic language needed for content areas. A careful review, early in the year, will prevent such occurrences and the experiences of failure that result.

This second level of assessment is crucial for two reasons: it assists careful placement in an appropriate program and it provides diagnostic information upon which to base prescription of instruction within the program.

A third level assessment is that done within the program to assess progress or establish the presence or absence of the criteria for leaving the program (exit criteria). A consistent pattern of assessment will document progress or lack of it as well as provide documentation of a program's effectiveness.

If, over a period of time in specialized programs, a student is not progressing, a fourth level of assessment may be needed to discover possible handicaps to learning. This needs to be done in conjunction with the special education staff of the district who are familiar with assessment provisions for LEP students under Public Law 94-142.

STUDENT LANGUAGE SURVEY

Student's Name _____ Date _____

School _____ Grade _____

Teacher _____

Circle the best answer to each question.

1. Was the first language you learned English? Yes No

2. Can you speak a language other than English? Yes No

   If yes, what language? _____

3. Which language do you use most often when you speak to your friends? English Other (specify: _____)

4. Which language do you use most often when you speak to your parents? English Other (specify: _____)

5. Does anyone in your home speak a language other than English? Yes No

Languages with the Highest Student Representation in Iowa

Language	Countries Where Language Is Widely Spoken
Arabic	Afghanistan, Algeria, Bahrain, Cameroon, Chad, Cyprus, Djibouti, Egypt, Ethiopia, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Nigeria, Oman, Qatar, Saudi Arabia, Somalia, South Yemen, Sudan, Syria, Tunisia, United Arab Emirates, Yemen
Cambodian/Khmer	Kampuchea, Thailand, Vietnam
Cantonese	Brunei, China, Hong Kong, Macau, Malaysia, Malaya, Nauru
German	Austria, Belgium, Czechoslovkia, Denmark, France, Germany, Hungary, Liechtenstein, Luxembourg, Poland, Romania, Switzerland, USSR
Greek	Albania, Cyprus, Greece, Romania, Turkey, USSR
Gujarati	Bangladesh, India, Pakistan, South Africa, Uganda, Zambia, Zimbabwe
Haitian Creole	Dominican Republic, Haiti, Puerto Rico
Hmong	Burma, China, Laos, Thailand, Vietnam
Italian	Argentina, Ethiopia, France, Israel, Italy, Libya, San Marino, Somalia, Switzerland, Yugoslavia
Japanese	Japan, Taiwan
Korean	China, Japan, Korea
Laotian	Laos, Thailand
Mandarin Chinese	Brunei, China, Hong Kong, Malaysia, Malaya, Mongolia, Singapore, South Africa, Taiwan, Thailand
Polish	Czechoslovakia, East Germany, Poland, Romania, USSR
Romanian	Albania, Bulgaria, Greece, Romania, Yugoslavia, USSR
Russian	China, USSR
Spanish	Andorra, Argentina, Belize, Bolivia, Canary Islands, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Gibraltar, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, U.S. Virgin Islands, Uruguay, Venezuela
Thai	Thailand
Vietnamese	France, Kampuchea, Laos, New Caledonia, Senegal, Thailand, Vietnam

A final distinction: the assessment discussed in this section may be a part of a program evaluation. It is, however, a different process from program evaluation and provides information about students and their entering abilities.

What needs to be assessed? Three major areas need to be assessed: English language proficiency, content area knowledge and native language proficiency.

English language proficiency refers to the student's ability to listen to and understand the language as well as to speak, read and write in English. It also includes the ability to use the language in informal settings (discussing a TV show with a friend) as well as the ability to function in more formal and cognitively demanding academic settings (listening to and comprehending a lecture on electricity). Attempts are made to assess all the aspects of language (below).

Content area knowledge refers to the information, skills and processes that the learner has acquired in the academic subject areas (science, social studies, math, current events, culturally significant events, etc.) based on that expected at a given grade level. Unless this part of the assessment uses the native language as well as English, it will be difficult to assess knowledge of the content areas. If students who are tested in English to determine their knowledge of math, science or social studies do not have the appropriate English vocabulary in those areas, then their scores do not reflect knowledge of the content but do reflect the presence or absence of skill in English. Since placement and exit/entry criteria require

Aspects of Language

	Oral	
Receptive	**Listening** — Formal — Informal	**Speaking** — Formal — Informal
	Reading — Formal — Informal	**Writing** — Formal — Informal
	Literacy	

Expressive

information on content area knowledge, it is important to try to obtain the information even through such indirect means as a nonverbal response (pointing, categorizing with pictures, etc.).

Native language proficiency is another area that is hard to assess properly yet is important for proper placement and may require indirect assessment. Two issues are important: for younger students, we need to determine if the conceptual development expected of a certain age group was actually completed in the native language; for older students, we need to know the degree of literacy. Both of these questions have significant implications for appropriate placement.

II. Assessment Processes

Many standardized procedures and formalized tests of English as a second language ability are available (Appendix B is a partial listing). Although these may be useful for obtaining information about the more formal aspects of language, they do not provide teachers and administrators with adequate information about a student's total ability to use language in a communicative setting. It is recommended that districts choose one of these tests (or perhaps a combination of parts of the tests) and supplement them with information gained from less formal and more holistic procedures. The assessment procedures recommended are informal in that they measure language use in communicative settings which are directly representative of the language tasks that students face every day in school activities. The procedures are also holistic in that the tasks required allow the student to use multiple skills and different facets of knowledge of a language rather than focusing on one particular skill.

1. Analysis of an oral language sample: this may come from an oral interview, a story-retelling or spontaneous language taped for later analysis. Page 16 provides criteria for this analysis (language proficiency descriptions).
2. Cloze procedures for reading assessment: the Boston Cloze Test developed by staff of the Boston Public Schools is recommended as a measure of general reading ability. It consists of three levels/booklets, each of which contains six stories. The test yields a score which indicates a grade level at which the student is able to read. Since the test was normed on students in the Boston Public Schools, it is advisable for districts to establish their own criteria by administering the test to a group of native speakers of English. The assessment book mentioned at the beginning of this chapter includes the Boston Cloze test.
3. Dictation passages (also included in the assessment text) can be used to assess writing skill.
4. Writing samples are another option.

Language Proficiency Descriptions

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent making understanding difficult, requiring frequent repetition.
3. "Foreign" accent that requires concentrated listening; mispronunciation leading to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign" accent and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations for a child of that age level but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign" accent.

Grammar

1. Grammar almost entirely inaccurate except in common phrases.
2. Constant errors showing control of very few major patterns relative to a native speaker of that age level, and frequently preventing communication.
3. Frequent errors showing lack of control of some major patterns and causing more misunderstanding than would be expected for a native speaker of that age level.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure, but still lacking full control over grammar expected of that age.
6. No more than two errors during the interview, other than those typical of a child of the same age who is a native speaker of that language.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, family, etc.)
3. Choice of words sometimes more inaccurate than would be expected of a native speaker of the same age, and limitations on vocabulary that prevent continuous conversation.
4. Vocabulary adequate to carry on basic conversation but some circumlocutions are present.
5. Vocabulary almost as broad and precise as would be expected of a native speaker of the same age.
6. Vocabulary apparently as accurate and extensive as that of a native speaker of the same age.

Fluency

1. Speech so halting and fragmentary that conversation is virtually impossible.
2. Speech very slow and uneven except for short or routine sentences.
3. Speech more hesitant and jerky than a native speaker of the same age; sentences left uncompleted.
4. Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words; more so than would be typical for that age level.

5. Speech effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all topics that are of interest to that age level as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on concrete topics; requires more repetition and rephrasing than would be expected of a native speaker of the same age.
3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4. Understands adult speech directed to him quite well, but still requires more repetition and rephrasing than a native speaker of the same age.
5. Understands everything in conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech expected of a native speaker of the same age.

Oral Language Proficiency Rating Sheet

Name: _____

Date: _____

Interviewer: _____

District: _____

Accent	1	2	3	4	5	6
Grammar	1	2	3	4	5	6
Vocabulary	1	2	3	4	5	6
Fluency	1	2	3	4	5	6
Comprehension	1	2	3	4	5	6

To assess a student's native language proficiency, it is necessary to recruit the assistance of an adult who is proficient in that language and also in English. A friend of the student's family or a neighbor may be used but should be prepared for the task. This interpreter should be given some training on methods of eliciting oral language, descriptions of oral language proficiency, developing and administering a cloze test, administering a functional dictation and eliciting a writing sample. The guidelines and suggestions given for assessing English language

proficiency may be followed for assessing the native language. It must be understood that this type of informal assessment is limited; it can yield only very subjective and perhaps not highly reliable data. It can, however, provide some information for placement.

III. Assessment Instruments

Appendix B provides facts about many instruments commonly used for assessing language and literacy skills. The district evaluation program, especially that used by speech and language therapists, will provide samples of other such instruments.

A key point: any instrument used must be reviewed for the data provided on the original group of students upon which the test was developed or normed. If limited English proficient students were not included in that group, then norms or comparison standards are not valid. Information gained would be unreliable and scores should not be recorded.

IV. Interpretation of Data

The final comment in the above section leads to a discussion of what constitutes discriminatory testing and therefore what is involved in non-discriminatory assessment. Discriminatory assessment is any assessment which draws conclusions about students based on unfair standards of comparison. Assessment can be discriminatory if the items, the design, the administration, the scoring or the interpretation and use of the assessment assumes understanding, knowledge, skills or processes which the student might not have had the chance to acquire. Non-discriminatory assessment, therefore, assumes that the linguistic and cultural differences represented by that student can be the explanation for the missing skills, etc.

In these circumstances, then, the norms and standards of the student groups may not apply to the assessed student and should not be recorded as valid.

References:

Cohen, A. 1980. *Testing language ability in the classroom.* Rowley, MA: Newbury House Publishers, Inc.

Educational Testing Service. 1970. *Manual for Peace Corps Language Testers.* Princeton, NJ: ETS.

Hamayan, E., Kwiat, J., and Perlman, R. 1985. *Assessment of language minority students: A handbook for educators.* Springfield, IL: Illinois State Board of Education.

Jacobs, H. L., Zinkgraf, S.A., Wormuth, D.R., Hartfield, V.F., and Hughey, J.B. 1981. *Testing ESL composition: A practical approach.* Rowley, MA: Newbury House Publishers, Inc.

Chapter 4

Educational Programs

Two major educational programs have been proven successful in meeting the needs of limited-English-speaking students. The more comprehensive types are ESL and bilingual-bicultural education programs. This chapter discusses these programs, when they are most appropriate and how they can be implemented.

I. English as a Second Language

ESL is the program of teaching English to students who have learned another language first. (The "second" refers to chronology but not importance.) An ESL program is designed to provide LEP students with a functional ability in the English language and an awareness of American cultural patterns.

A. Program Goals

The major aim of ESL instruction is to develop the skills of LEP students so they can function in school and in society at a comparable level with their native English speaking peers. The goals of the program are to:

1. provide students with English language skills appropriate to their grade level as efficiently and carefully as possible.
2. orient students to the cultural patterns of American life so they can fully participate in classroom activities, school activities and community activities.
3. develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
4. enable students to make as much progress as possible in their academic subjects by providing them with supplementary materials, instruction and tutoring.
5. provide a person in the school environment who understands the growth and development patterns of the learner.

B. Program Types

ESL classes can be: 1) the sole special pull-out class for the LEP student; 2) content area instruction in English ("sheltered English"); 3) content area instruction in the native (first) language; 4) itinerant ESL services; 5) tutoring and 6) within, and as a component of, the bilingual program.

1) The sole special pull-out program:

In this program students receive English language instruction in a scheduled class 45 to 110 minutes daily at the secondary level. At the elementary level students leave their mainstream classroom for 30 to 90 minutes daily for English instruction. The length of the class is determined by students' needs.

2) Content area in English:

A specific content area (American history, math, science) may be taught by a qualified ESL teacher who uses the methodology of ESL. English is

used as the language of instruction but vocabulary and structures may be simplified to overcome the language barrier.

3) Content area in the native language:

Students are taught a particular subject (algebra, biology, etc.) in the native language. This enables the LEP students to continue to acquire concepts and skills in content areas while learning English.

4) Itinerant ESL services:

Several buildings may share the services of the ESL instructor. This instructor, then, is able to provide English instruction and support to small numbers of students in each school.

5) Tutoring:

A bilingual tutor may provide specialized instructional support either in English or in the native language.

6) ESL as a component of a bilingual program:

Every bilingual program must include ESL instruction which facilitates the process of learning English and ensures that the English acquired is a grammatical and standard variety with strong concept development.

Districts using any of these programs will allow teachers and other personnel to receive training to acquire the skills and strategies needed to adapt materials and subject matter for LEP students.

C. Program Models and Instructional Strategies

ESL teachers can choose from a variety of instructional approaches. The following are listed as appropriate for meeting the English language needs of the students (Ulibarri, 1985). Each approach has features that take into account the language learning process and can be used in an ESL program to develop language skills.

1. *The Communicative Approach:* The major goal of the various communicative approaches is to develop interpersonal communication skills. The emphasis is on teaching students conventional relationships between the forms and structures of the new language and their social-functional meanings. Teaching activities are organized around communicative functions such as making requests and asking permission, etc. These functions are important aspects of classroom interaction which may not be stated as classroom objectives in the mainstream classes. But they are expected behaviors and need to be specifically taught to linguistically and culturally different learners.
2. *The Cognitive Approach:* Cognitive approaches develop the student's ability to use language through a more active use of the student's information processing capabilities. Cognitive approaches focus on developing higher-order mental processes as these processes apply to the acquisition of academic language skills that underlie reading comprehension and other content areas.

   An example of a cognitive technique is guiding students to listen carefully for the meaning of a particular English statement and determine what, if anything, is incorrect in the language of the statement. Even though all students may not be able to verbalize their answers, all students must be mentally involved in the exercise (Celce-Murcia and McIntosh, 1979).

   Cognitive approaches are particularly effective with students who may not have developed the necessary cognitive skills in their first language to transfer concepts to the second language.

3. Content-based Approach: The language learned in a content-based approach is the academic language, both oral and written, needed to meet the instructional goals set for the mainstream curriculum. The theory underlying content-based approaches is that language is best learned by using it for a functional purpose. Content-based approaches focus on the subject matter to be learned without direct language instruction; language acquisition emerges as a result of the need to communicate while performing academic activities. Content-based approaches offer an excellent opportunity to match English language acquisition goals with the curriculum objectives of the mainstream classroom (Ulibarri, 1985).

   In a content-based lesson, the teacher focuses on discussion and task-oriented activities related to a school subject such as history or science. The subject matter is modified so that it is comprehensible to the limited English proficient students. (It is also effective to use the native language.)

When choosing an instructional approach, teachers should choose an approach that will articulate into a long-range teaching strategy. This long-range strategy is best developed in collaboration with the long-range objectives of the mainstream program. Teachers should also consider the variables that affect language learning and instruction: age, grade placement, personality, educational background, socio-economic level, level of English proficiency, level of proficiency in the native language, parental support, academic needs of the students and the resources available.

II. Bilingual Instruction (English as a Second Language with First Language Assistance)

Bilingual education programs are designed for LEP students in which instruction is given in ESL and the first language is used for content area instruction until English language skills are sufficient.

A. Program Goals

The primary goals of bilingual education programs are:

1. Help students learn English (ESL).
2. Provide LEP students access to the school curriculum through use of the native language.
3. Provide support and encouragement to non-native speakers and access to understanding the culture of the United States.
4. Provide native English students with an awareness of other languages and cultures.

B. Program Types

Bilingual programs have two defining characteristics (Fillmore and Valadez, 1986):

1. Instruction is provided in two languages; in the United States this means English and the home language of the student.
2. Instruction in the language of the school is given in a way that permits students to learn it as a second language.

Programs vary in the extent to which each of these components is emphasized in the objectives and the activities.

According to Fishman and Lovas (1970), the two major types of bilingual programs are:

1. *Transitional Bilingual Programs:* These programs offer LEP students dual language instruction but only until they have acquired enough English to understand instruction given exclusively in that language. The rationale for using the students' native language in school is that it permits them to continue concept learning while they are learning English.
2. *Maintenance Bilingual Programs:* In maintenance programs, the objective is to develop full literacy skills in both languages. The students' first language is seen as more than a temporary means of instruction or a stopgap measure that permits students to get some benefit from schooling while they are learning English. The students' first language is seen as a legitimate means to help the student continue to gain access to content concepts even after they have learned English. The rationale for maintenance programs is that the continued use of both languages in school will enable students to develop critical thinking skills and eventually achieve full bilingualism. The emphasis is on not only developing English language proficiency but also on maintaining and developing proficiency in the first language. Furthermore, students can remain in this type program even after achieving proficiency in English.

C. Program Models and Instructional Strategies

As previously stated, the use of two languages in classroom instruction is a defining characteristic of bilingual programs. Maintaining a balance in the use of the two languages is an important factor in achieving the goals of bilingual instruction. There must be enough of the first language (L1) instruction to allow LEP students to make expected progress in content and concept learning and enough second language (L2) instruction to allow them to learn English.

What subjects to teach in each language or how the two can be used effectively are problems of the bilingual approach. However, programs can be designed to facilitate a balanced use of the two languages. Tables A and B give estimates of time allocations which can be used in planning the programs.

The key features of these programs presented here are only an introduction to the types, methods and strategies necessary to assist the learners. The time spent in getting specific training in these methods will also affect the efficiency and the efficacy of the program.

References:

Celce-Murcia, M., and Linda McIntosh, Ed. (1979) *Teaching English as a second or foreign language.* Romley, MA: Newbury House.

Fillmore, Lily-Wong, and Concepcion Valadez. (1986) Teaching bilingual learners. *Handbook of Research on Teaching.* New York: Macmillan.

Fishman, J.A., and J. Lovas. (1970). Bilingual education in a sociolinguistic perspective. *TESOL Quarterly,* 4 (3), 215-222.

Littlewood, W. (1981). *Communicative language teaching: An introduction.* Cambridge: Cambridge University Press. *Ulibarri, D. M. (1985). Memo: Complimentary ESL/mainstream instructional features for teaching English to limited English proficient students.* Rosslyn, VA: National Clearinghouse for Bilingual Education.

Transitional Program

Amount of Time	30%	50%	20%
Language	Primary Language (Spanish, Lao, Thai Dam, Vietnam, Mesquakie)	English	English
Content Areas	language arts, in primary language, social studies, fine arts, culture and folklore	English as a second language, social studies, fine arts, culture and folklore	mathematics, science

Maintenance Program

Amount of Time	50%	50%
Language	Primary Language (Spanish, Lao, Thai Dam, Vietnam Mesquakie)	English
Content Areas	language arts, primary language as a second language, reading in primary language, social studies, culture and folklore, fine arts, science, mathematics	language arts, English as a second language, reading in English, social studies, culture, and folklore, fine arts, science, mathematics

Chapter 5

Summary and Conclusions

This handbook does not attempt to cover all the information needed to implement programs for LEP students in Iowa school districts It is a source and a guide for personnel of those districts and in that light offers some assistance.

In Chapter One we offered some general background and theory to provide a foundation for discussions of assessment and programs. Chapter Two provided a general step-by-step list of the tasks involved in planning, from assessment information to program development. Chapter Three added to assessment information and Chapter Four to program understanding. The step-by-step tasks will assist staff of a school district in reviewing existing policies, examining the community for resources to plan the program, establishing criteria for deciding which students should enter or leave a special program, designing and implementing appropriate programs, placing students appropriately in the programs, finding funds to continue the programs and evaluating their progress as a system, a system working to provide for special needs population.

The appendices provide additional information in the form of bibliographies of tests (Appendix A) and a list (Appendix B) of agencies and organizations which may be contacted for further help.

The handbook has also identified the Bureau of Compensatory and Equity Education as the state agency responsible for coordinating information on programs and on funding for those programs.

Appendix A

Bibliography of Tests for LEP Students

Oral Language Proficiency

Assessment Instrument	Population	Procedure	Language Assessed	Skill Areas Assessed	Type of Assessment	Results Used For—
Ilyin Oral Interview Newbury House 68 Middle Road Rowley, MA 01969	7-Adult	Student answers questions on a picture series with a simple story-line. Answers are rated for comprehension and structure. Individual	English	Listening and speaking	Formal; integrative	Placement, screening and diagnosis
Language Assessment Battery (LAB) evaluation New York City Board of Ed. 110 Livingston Brooklyn, NY 11201	K-12	Oral responses elicited from picture stimuli; modified cloze; fill-in the blank writing task. Group or individual	English and Spanish	Listening, speaking reading and writing (vocabulary, grammar, semantics)	Formal; norm referenced; discrete point	Placement and program
Language Assessment Scales (LAS) Santillana Publishing 257 Union St. Northvale, NJ 07647	Pre-K-12	Minimal pairs; choose the correct picture; story retelling. Individual	English and Spanish	Listening, speaking and writing (grammar, vocabulary)	Formal; discrete point; integrative	Placement and diagnosis
Language Assessment Umpire (LAU) Santillana Publishing 257 Union St. Northwale, NJ 07647	K-8	Analogies; sentence memory; associations; antonyms; digits reversed. Individual	English and Spanish	Listening, speaking and problem solving	Formal; discrete point	Diagnosis and program placement
Michigan Test of English Language Proficiency, English Language Institute 2001 N. University Bldg. Ann Arbor, MI 48109	High School -Adult	Students label pictures and tell stories about them. Stimuli structured so that responses will contain a particular feature of grammar or pronunciation. Individual	English	Listening and speaking (grammar)	Formal; discrete point	Program placement

[1] From: The Illinois Resource Center, Arlington Heights, Illinois, 1986.

Oral Language Proficiency, Cont.

Assessment Instrument	Population	Procedure	Language Assessed	Skill Areas Assessed	Type of Assessment	Results Used For—
Basic Inventory of Natural Language (BINL) Checkpoint Systems, 1558 N. Waterman Suite C, San Bernardino CA 92404	K-12	Student tells story based on stimulus pictures. Group or individual	English and 31 other languages	Listening and speaking (grammar)	Formal; quasi-integrative; criterion referenced	Placement and diagnosis
Bilingual Oral Language Tests (BOLT) Bilingual Media Productions P.O. Box 9337 N. Berkely Berkely, CA 94709	K-12	After interview, examiner asks brief questions about pictures. Individual	English and Spanish	Listening and speaking (grammar)	Formal; discrete point	Screening and placement
Bilingual Syntax Measure (BSM) Harcourt Brace Jovanovich 787 Third Ave. New York, NY 10017	K-12	Student answers questions about pictorial stimuli. Individual	English and Spanish	Listening and speaking (grammar)	Formal; discrete point	Placement and diagnosis
Comprehensive English Language Test (CELT) McGraw-Hill 300 W 42nd St New York, NY 10036	High School-Adult	Student hears questions and chooses correct answer; completes sentences with correct word; completes a cloze dialog. Group or individual	English	Listening, reading and writing	Formal; discrete point	Placement
Idea Oral Language Proficiency Test (IPT) Ballard and Tighe, Inc. 480 Atlas St. Brea, CA 92621	K-12	Student points to pictures in response to sentences and answers questions; listens to story. Individual	English and Spanish	Listening and speaking (vocabulary, syntax, phonology)	Formal; discrete point	Placement, diagnosis and monitoring progress

Oral Language Proficiency, Cont.

Assessment Instrument	Population	Procedure	Language Assessed	Skill Areas Assessed	Type of Assessment	Results Used For—
The Woodcock Language Proficiency Battery Teaching Resources Corp. 50 Pond Park Rd. Hingham, MA 02043	3-Adult	Identification of pictures, objects or actions. Antonyms-synonyms; analogies; letter-word identification; word attack, passage comprehension, dictation; proofing. Individual	English and Spanish	Listening, speaking, reading and writing (grammar, phonology, vocabulary)	Formal; discrete point	Placement and diagnosis
Reading						
Degrees of Reading power (DRP) The College Board, 45 Columbus Ave. New York, NY 10023	3-12	Student reads 250-300 word passages and supplies the missing words from among the five choices given for each deletion. Group	English	Reading	Formal; criterion-referenced; text-referenced	Placement and program evaluation
Inter-American Series-Test of Reading and Prueba de Lectura Guidance Teaching Associates 6516 Shirley Ave. Austin, TX 70752	1-12	Word-picture identification and sentence completion. Group or individual	English and Spanish	Reading (vocabulary, reading comprehension)	Formal; norm-referenced	Program placement and diagnosis
Boston Cloze Test, Boston Public Schools Lao Unit 26 Court St. Boston, MA 02108	2-12	Cloze procedure; three booklets with six stories each. Group or individual	English and 8 other languages	Reading	Formal; norm-referenced	Placement

Appendix B

Resource List for Program Development

A number of agencies, centers and organizations at the state level or private levels are available with personnel who can assist people in establishing or implementing a special program for LEP students. Feel free to contact them directly. These resources include:

State Level

Iowa Department of Education
Bureau of Compensatory and Equity Education
Grimes State Office Building
Des Moines, Iowa 50319 Ph. (515) 281-5313
Contact person: Dr. Oliver T. Himley

Types of assistance offered: provides technical assistance for districts receiving Title VII funds; administers flow-through funds to districts under the Transition Program for Refugee Children and the Emergency Immigrant Education Assistance Program; disseminates materials and provides information; assists in the development of materials; assists with development and implementation of state and federal compliance plans; conducts conferences, workshops and seminars.

Iowa Department of Human Services
Bureau of Refugee Programs
1200 University Avenue, Suite D
Des Moines, IA 50314 Ph. (515) 281-4334
(800)362-2780 toll free in Iowa
Contact person: Mr. Marvin A. Weidner

Types of assistance offered: acts as a reception and placement agency, recruiting sponsors and resettling through the state. Provides employment and social services to all refugees resettled in the state. In addition, the home telephone numbers of bilingual staff are made available on an "as needed" basis to sponsors, airports (for unexpected refugee arrivals), hospitals, police departments, etc., for emergency service.

Center for Educational Experimentation, Development and Evaluation
N. 345 Oakdale Hall
Oakdale, IA 52319 Ph. (319) 335-4116
Contact person: Dr. Lawrence M. Stolurow

The Center for Education Experimentation, Development and Evaluation at the University of Iowa has been awarded a Title VII grant to develop bilingual instructional materials for LEP students whose home languages are Arabic, Korean and Hmong. University staff are developing easily usable and adaptable materials on disks for Apple II, and cards for the Tutorette Audiocard Recorder/Player. A Primary Word Book for those languages will also be developed.

Federal Level

Mid-Continent Regional Educational Laboratory Equity Center
4709 Belleview Avenue
Kansas City, MO 64112 Ph. (816) 756-2401
Contact person: Dr. Shirley McCune
Types of assistance offered: provides technical assistance in development, adoption and implementation of national origin desegregation plans and in the identification and assessment of national origin minority (NOM) students; development of instructional programs for NOM students; involvement of NOM desegregation; staff development; identification and resolution of educational problems arising from compliance with Title VII requirements; preparation of informational materials in dominant language of NOM students and parents; assistance with achievement testing of NOM students; and the identification of financial and instructional resources.

Evaluation Assistance Center—East
Georgetown University
2139 Wisconsin Avenue, Suite 100
Washington, D.C. 20007 Ph. (800) 626-5443
Contact person: Dr. J. Michael O'Malley
Types of assistance offered: provides technical assistance on identifying the educational needs and competencies of LEP people, and on evaluating educational program for LEP students, such as those assisted under Title VII of the Elementary and Secondary Education Act, as amended by PL 98-511.

National Clearinghouse for Bilingual Education
11501 Georgia Avenue
Wheaton, MD 20902 Ph. (800) 647-0123
Contact person: Dr. Enrique M. Cubillos
Types of assistance offered: provides information about bilingual education and related areas; maintains and provides access to a computerized data base ensuring effective collection, retrieval, processing and dissemination of information related to bilingual education; provides up-to-date information on legislation, policies and other developments regarding bilingual education; and coordinated information gathering, processing and sharing among educators working with minority language students.

Upper Great Lakes Multifunctional Resource Center
Wisconsin Center for Educational Research
School of Education
University of WIsconsin-Madison
1025 W. Johnson SE
Madison, WI 53706 Ph. (608) 263-4220
Contact person: Dr. Walter Secada
Types of assistance offered: provides training for program personnel and parents; provides technical assistance in bilingual/ESL methodology, coordination of services measuring academic achievement of LEP students; identifying and using appropriate instructional materials; identifying and using community resources; organizing seminars, workshops, institutes, conferences and consultation; and providing access to sample texts and other instructional materials.

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037 Ph. (202) 429-9292
Contact person: Ms. Maryann Zima
Types of assistance offered: provides solutions to language-related problems by conducting research and disseminating information on language teaching; providing training and technical assistance; sponsoring conferences, developing teaching and testing materials, and designing programs for the teaching of foreign language and ESL. Also, provides national and international leadership on issues in the public interest.