

The Educational Barriers that Spanish-Speaking Students Face on the Central Coast of California

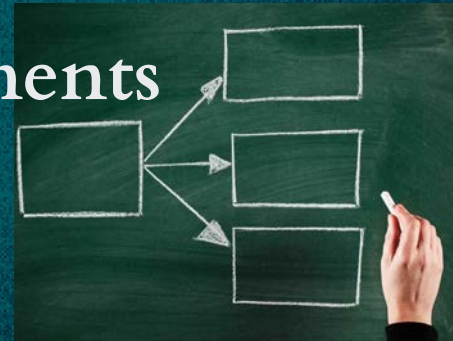
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Outline

- ❖ Purpose of the Study
- ❖ Literature Review
- ❖ Research Question
- ❖ Methodology
- ❖ School Site Organization
- ❖ Results
- ❖ Discussion
- ❖ Conclusion
- ❖ Implications
- ❖ Acknowledgments
- ❖ Bibliography
- ❖ Questions



source: google images

Purpose of the Study



Source: valentinaesl.com

To expose the needs and obstacles of students who are learning English as a second language in a high school on the Central Coast of California.

Literature Review: The history of Bilingual Education in the United States and California

Treaty of Guadalupe Hidalgo: 1848.



Source: Twitter.com

- ❖ Proposition 227: Prohibited bilingual education in schools where instruction was only in English.
- ❖ Proposition 58: "The California Multilingual Education Act"
 - approved in 2016
 - annulled Proposition 227
 - gave public schools the freedom to choose how to teach English learners.

Literature Review: Education in Monterey County, and English Level Identification Tests

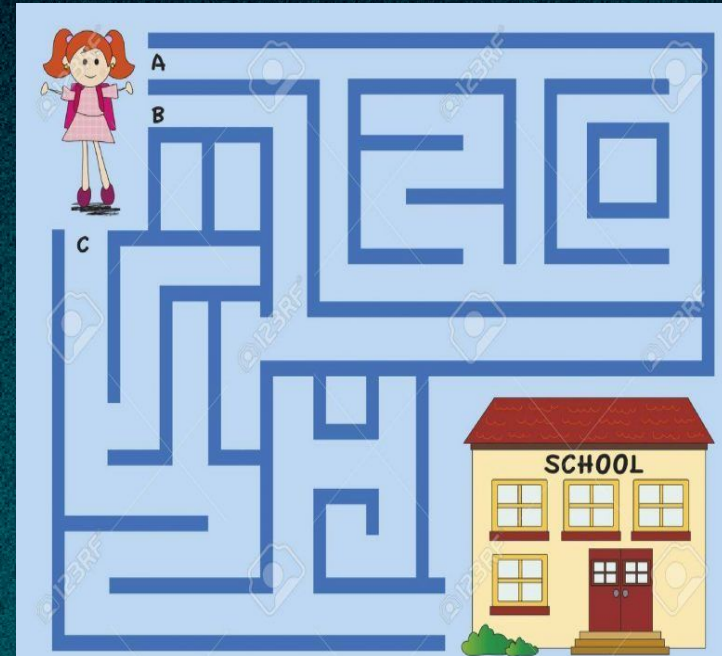
- ❖ Monterey County has 24 school districts.
- ❖ The student population is divided into different subgroups:
 - English learners
 - Homeless students
 - Migrant students
 - Students with disabilities
- ❖ Monterey County requires students to take tests to demonstrate their knowledge of the English language.
- ❖ Intelligence Quotation (IQ Test) and The English Language Proficiency Assessments for California (ELPAC)



Source: Google image

Literature Review: Educational Barriers

- ❖ English learners have lower graduation rates, lower test scores, and more segregated schools than their white peers (Jones, 2017).
- ❖ The disconnection that students face sets them back in their learning and makes their educational journey more difficult since they face social exclusion and a perception of inferiority (Duff, 2002).
- ❖ Only 39% of the Latino student population meets the requirements to get into a university (Californians Together 2010).



Source: Google Image

Research Question

What are the perspectives of a student, a teacher, and a mother about the educational experiences of English learners in a high school on the Central Coast of California, United States?

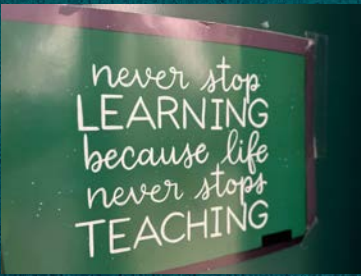
Methodology

Participants

- ❖ English teacher: Olivia
- ❖ Mother: Lucía
- ❖ Ninth grade student: Carmelita (Lucía's daughter)

Procedures

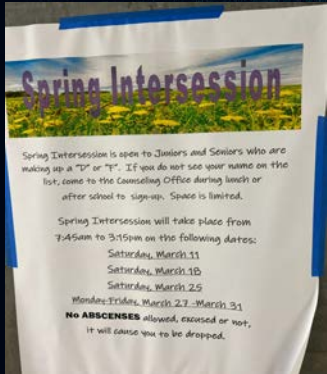
- ❖ High School Visit: Campus Organization
- ❖ Individual semi-structured interviews (ZOOM)
- ❖ Duration: 40 minutes each



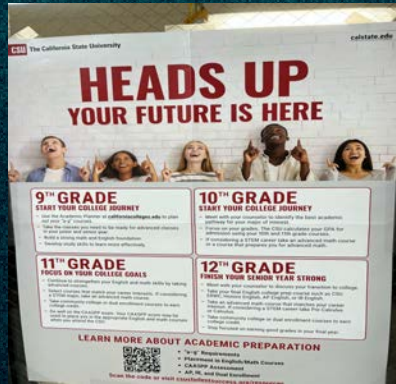
School Site Organization

High school: Latinos Unidos

- ❖ The school has a migrant program for students who are children of migrant parents.



Source Preparatoria Latinos Unidos



- ❖ Brochures around the school are mostly in English.
- ❖ Classes for English learners are in a separate building that is isolated from the main building.



Case Study: Olivia (Teacher)

Background information

- ❖ English educator
- ❖ Originally from the Philippines, immigrated to the United States at the age of 18.
- ❖ Studied in different parts of the world, which caused her to lose her native language (Tagalog).
- ❖ Knows Spanish, which allows her to communicate with English learners and their parents.

Results

- ❖ Through her years as a teacher, she has discovered a lack of motivation on the part of English learners.
- ❖ “The number one obstacle is that the students...are not necessarily as open, they are a bit shy, their ability to work with other students is limited, because they are at different levels of English proficiency, making them not feel at all comfortable, so I have to say that when I was instructing English classes to ESL students and they were all at the same level, they were more comfortable with each other, but as they left English Language Development classes or ESL classes they tended to be quieter” (Personal communication, March 8, 2023).

Case study: Lucía (Mother)

Background information

- ❖ Mother of 3 children
- ❖ Originally from the state of Jalisco, Mexico
- ❖ Farm worker
- ❖ Mother tongue: Spanish

Results

- ❖ Due to lack of knowledge of the English language, she cannot help her children with their homework.
- ❖ Due to not driving and her work schedule, she cannot be active in school meetings
- ❖ She would like the school to offer virtual meetings.

Case study: Carmelita (Student)

Background information

- ❖ 9th grade high school student
- ❖ She is part of the group: English as a Second Language
- ❖ Originally from the state of Jalisco, Mexico
- ❖ 2 years living in the United States
- ❖ Proficient in Spanish and in the process of learning English

Results

- ❖ Carmelita takes 3 English classes and she would like to be able to have elective classes.
- ❖ Due to the lack of an interpreter in her science class, there was a time when she had an “F” in class.
- ❖ “I like it a lot because there are people like me who don't speak English and what I don't like is that by taking those classes you can't take other classes that help you like art, dance or Spanish.” (Personal communication, March 14, 2023).

Discussion

Previous studies

- ❖ Segregated schools
- ❖ The lack of proficiency in the new language they are learning forces them to remain quiet and discouraged in their classes and to feel disconnected from their peers (Duff, 2002).

Our study

- ❖ Isolated classes
- ❖ Lack of motivation
- ❖ Lack of interpreters
- ❖ Lack of linguistic resources
- ❖ Lack of information about the process and requirements to be part of a sport

Conclusion

- ❖ Lack of interpreters
- ❖ Lack of confidence
- ❖ Isolation of these students
- ❖ The importance of getting involved

Limitations

- ❖ Only 3 participants

Future studies

- ❖ Incorporate more participants
- ❖ Studies on education in Monterey



Implications

Suggestions for improving support for English Learners:

- ❖ Provide:
 - Interpreters in classes for newcomers
 - Transportation for students in sports
 - Virtual meetings for those without transportation
 - Presentations on college requirements (start early!)
 - Information about how to join a sport
- ❖ With more support, perhaps a better graduation rate can be achieved!

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Questions



fuentes : google image