

Grant Report

A Study of Family Differences in Cultural Affiliations, Parents' Perceptions of Stress and School Performance of Latino Children

Immigrant Latino families face the dual task of adapting to the host culture while maintaining and integrating their original cultural identity. Typically, children acculturate at a faster rate than their parents. The resulting difference in acculturation to new and old cultures may create family stress. The purpose of this study was to assess parent and child acculturation separately, and to examine the relationship of differences in parent-child cultural affiliations to parents' perceptions of family stress and school performance. Forty-eight Latino families participated in the study. In each family, one parent and one child responded to the Bicultural Involvement Questionnaire, while parents

also completed the Parenting Stress Index. As predicted, children indicated significantly higher affiliation with American culture than did their parents, while the parents reported higher affiliation with Mexican culture than did their children. However, neither acculturation nor family stress were related to students' grades in school. The importance of assessing parent and child acculturation separately, and the manner in which differences in acculturation can affect

family and school functioning, are discussed.

—Merith
Cosden, Ph.D.
and Katherine
Elliott, M.A.

Cosden



Elliott



Differences in parent-child acculturation, particularly Americanism, were associated with parental stress.

NOTE: This is the abstract of the final report of a research grant funded by the UC Linguistic Minority Research Institute. The entire report can be viewed at: <http://lmrinet.ucsb.edu/grantreports/ElliottCosden.pdf>

Grant Report

Teaching English Learners after Proposition 227: The Challenges Faced by a Former Bilingual School in Rural California

This study examines the impact on one school of the first year implementation of Proposition 227, which requires instruction to be “overwhelmingly in English.” The setting is a large rural elementary (grades 1 through 5) school, with a 45% percent native Spanish-speaking student population, located in an agricultural community in Central California. Prior to passage of Proposition 227, the school’s late-exit bilingual program transitioned many students to English during fifth grade. This study documents how the school district, administrators, and teachers in the setting are interpreting Proposition 227 and what, in fact, teachers did in classrooms to implement the

Watson-Gegeo



this study will inform relevant policy issues regarding effective and equitable instruction for Limited English Proficient learners.

--Karen A. Watson-Gegeo, Maureen M. McMahon, and Bernadette McCormack Musetti, University of California at Davis.

McMahon



NOTE: This is the abstract of the final report of a policy grant funded by the UC Linguistic Minority Research Institute. The report will be available on the web in Fall 1999.

Conference Report

A national conference, *Improving Education of English Language Learners: Best Practices*, was held on July 15 and 16, 1999 in Washington, D.C. Three offices of the U.S. Department of Education sponsored the conference: the National Educational Research Policy and Priorities Board (NERPPB), the Office of Educational Research and Improvement (OERI), and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Kenji Hakuta, Chair of NERPPB, hosted the meeting.

The conference brought together experts from research and practice throughout the United States to synthesize research and review effective practices. More than 100 persons attended. A series of panels discussed:

- Language and Literacy
- Effective Elementary School Programs
- Effective Middle and Secondary School Programs
- Professional Development

Each panel began with an overview of recent research in the area followed by a series of presentations on effective practices from current schools and programs. For more information on the conference and the papers, contact NERPPB on the WWW at:

<http://www.ed.gov/offices/OERI/NERPPB/>

Acquiring a new language can be liberating because it opens up a new perspective on the world. However, education in another language, when social messages are simultaneously given that stigmatize and delegitimize one’s native language, can undermine children’s sense of identity and self-confidence.

provisions of the proposition in the first year of the new “English Only” mandate. The difficulties of implementing an English language program quickly (e.g., without the benefit of planning or purchasing appropriate materials) are examined, along with the impact of the new English language policy on students and teachers, and the ways in which grade-level content was made accessible to English Language Learners in the setting. It is hoped that, together with other such studies,

Announcements

- The Teaching Indigenous Languages website has the complete text of papers from three different indigenous language conferences. <http://jan.ucc.nau.edu/~jar/TIL.html>
- There is a new mailing list constructed from a former list that served UC LMRI researchers. The new mailing list is designed to serve anyone interested in linguistic minority research issues. Information on this list and other electronic discussion lists can be found on our web site at: <http://lmrinet.ucsb.edu/resdissem.html>

Publications

What legitimate inferences can be made from the 1999 release of SAT-9 scores with respect to the impact of Proposition 227 on the performance of LEP students? (July 23, 1999)

KENJI HAKUTA, *Stanford University*--This paper examines recently released state-wide test scores for students in California and the legitimate inferences that can be made from them regarding the impact of Proposition 227. The author argues that increases in scores for SAT-9 from 1998 to 1999 for LEP students need to be considered in light of the overall gains in scores found across the state for all students. The paper can be found on the WWW at: <http://www.stanford.edu/~hakuta/SAT9/index.htm>

Effects of Bilingual and English as a Second Language Adaptations of Success for All on the Reading Achievement of Students Acquiring English (March, 1999)

ROBERT E. SLAVIN, *Johns Hopkins University* and NANCY A. MAD-DEN, *Success for All Foundation*--Two adaptations of *Success for All*, a comprehensive reform program for elementary schools, have been used with students acquiring English. One is a Spanish bilingual version, called *Éxito Para Todos*, in which students are taught to read in Spanish and then transition to English reading, usually in third or fourth grade. The other integrates English as a second language (ESL) strategies with English reading instruction. This paper summarizes the results of both of these adaptations for students acquiring English. The paper can be found on the WWW at: <http://www.successforall.net/bilingualesl.html>

From Primary Language Instruction to English Immersion: How Five California Districts Made the Switch (June 1999)

KEVIN CLARK, *The READ Institute* -- The five school districts examined in this report took the concept of immersion language teaching and turned it into a practical educational model for teaching today's Limited-English Proficient students. The report provides an evaluation of the districts and data on student achievement. Available on the WWW at: <http://www.read-institute.org/pub.html>

Educating California's Immigrant Children: An Overview of Bilingual Education (July 1999)

PATRICIA DE COS (CRB-99-009)-- This paper examines Proposition 227 and the driving forces behind it and provides a history of language policy, discusses how over time instruction in English became dominant for new immigrants, and presents a summary of why initial bilingual education policies were enacted nationally and in California. Beyond this history, there exists a limited body of literature on instructional programs for English learners. This paper discusses that literature, along with an explanation of the relationship between brain development and second language acquisition and learning, as a possible way to shed light on effective teaching methodologies used for English language learners. Available on-line at: <http://www.library.ca.gov/html/statseg2a.cfm>

Grant Announcements

Development of English Literacy in Spanish-Speaking Children

A consortium of federal agencies invite research grant applications to develop new knowledge relevant to the critical factors that influence the development of English-language literacy (reading and writing) competencies among children whose first language is Spanish. Specifically, the agencies seek to stimulate systematic, programmatic multidisciplinary research to increase understanding of the specific cognitive, sociocultural and instructional factors, and the complex interactions among these factors, that promote or impede the acquisition of English reading and writing abilities for Spanish-speaking children. Although not required, prospective applicants are asked to submit a letter of intent by September 1, 1999. Final applications are due November 17, 1999. The Request for Applications (RFA) is published in the NIH Guide for Grants and Contracts, on the World Wide Web at: <http://www.nih.gov/grants/guide/rfa-files/RFA-HD-99-012.html>.

Conferences

October 9, 1999-- The California English Immersion Conference. Sponsored by the READ Institute Research in English Acquisition and Development will be held at the Hilton, Los Angeles Airport. For more information call 202-639-0803.

Check the UC LMRI conference calendar website at: <http://www.lmrinet.ucsb.edu/calendar.htm> Also check UC LMRI conference highlights at: <http://www.lmrinet.ucsb.edu/conf/conference99.html>

UC LMRI Appointments

At its May 1999 meeting, the UC LMRI Faculty Steering Committee appointed **Patricia Gándara**, Associate Professor of Education at UC Davis, as **Associate Director** of the UC LMRI. In her new position, she will work with the Director on long-term planning for the Institute. She will remain on the Faculty Steering Committee as an ex-officio member.



The UC Linguistic Minority Research Institute would like to welcome **Jesse Aukeman** as the Computer Systems Administrator.

Effective July 1, 1999, two current UC LMRI Faculty Steering Committee members, **Giorgio Perissinotto** and **Margarita Azmitia**, were re-appointed

to a new three year term. Professor Perissinotto is the Director of the Spanish and Portuguese Department at UC Santa Barbara and has served as a member of this committee since 1998. Azmitia is an Associate Professor of Psychology at UC Santa Cruz and has served in this committee since 1996. She served as chair in 1998-1999. **Barbara Merino**, Professor of Education at UC Davis and a member of the UC LMRI Faculty Steering Committee since 1998, has been appointed Chair for 1999-2000.

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