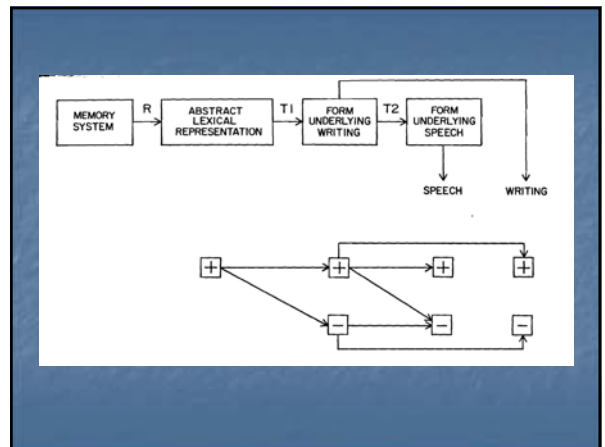
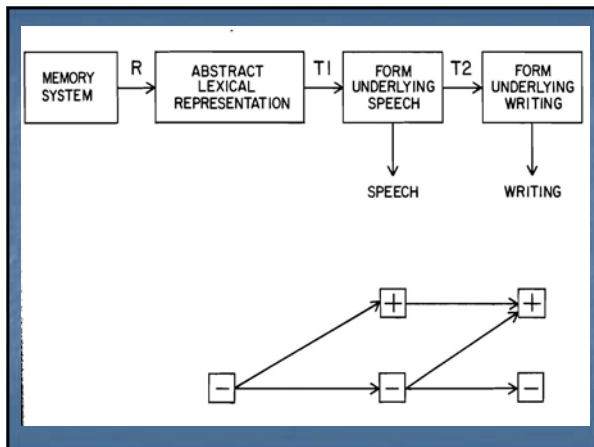
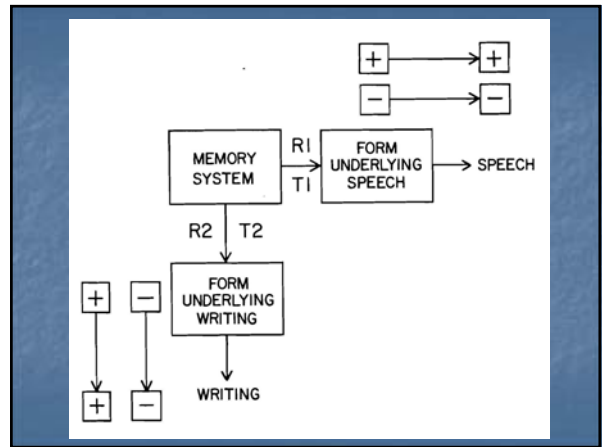
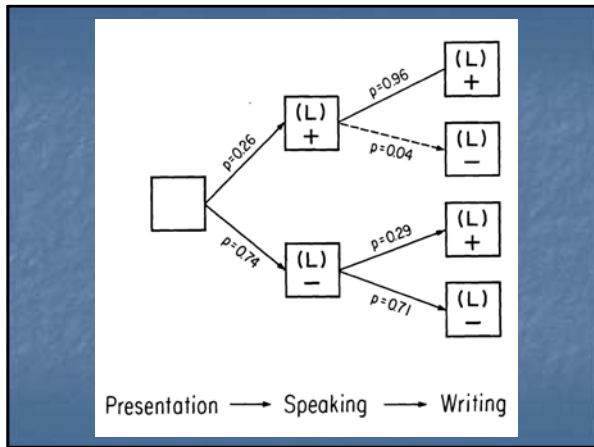
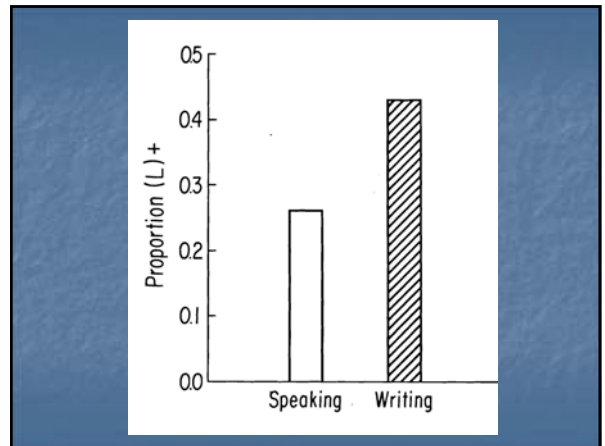
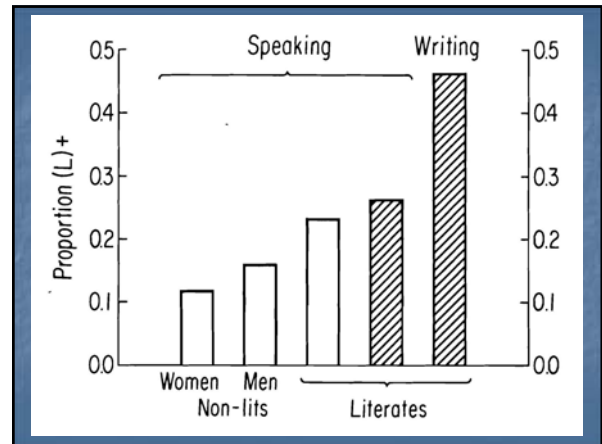
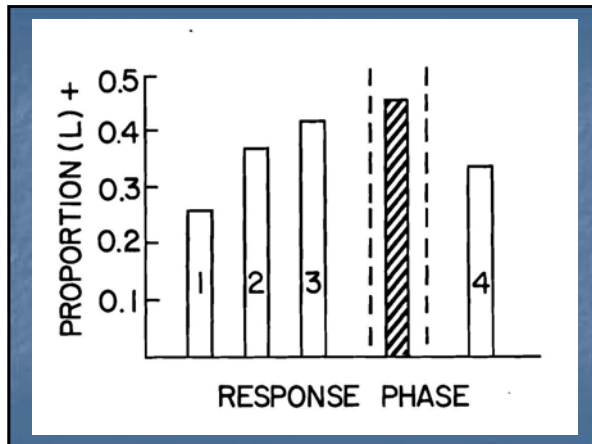


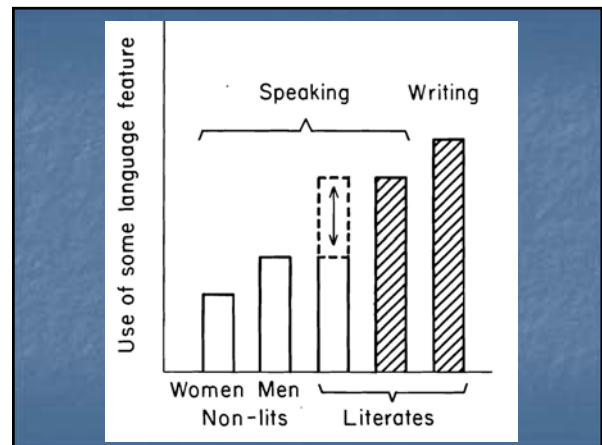
Phonetic			Vai Script	
(L)-	(L)+		(L)-	(L)+
/kao/	/kalo/	'moon'	𞤎𞤢𞤣	𞤎𞤢𞤣𞤢
/kei/	/keli/	'egg'	𞤎𞤢𞤣𞤢	𞤎𞤢𞤣
/jaa/	/jala/	'hammock'	𞤎𞤢𞤣	𞤎𞤢𞤣𞤢





Extending the Findings

- Found same pattern of results for phonological processing in a sentence repetition task as in the picture-naming task
- Found strong evidence that literacy also mediates the referential functions of language, e.g., in the use of the definite/indefinite inflectional morpheme



Sign Post #1

- L1 literacy among unschooled adults mediates use of oral language
- Written representation & mediation of L1 phonological structures does not depend on an *alphabetic* script or heightened metalinguistic awareness
- The mediating effects of L1 literacy socialize to nonliterate in some contexts of language use (gender is important here)
- Not clear how L1 literacy influences SLA
- The concept of sociohistorically constructed *literacy practices* emerges

Ethnohistorical Focus: Comparative Studies of Literacy Development

- Comparing literacy development in three U.S. communities with contrasting historical contexts of literacy
 - "Seal Bay", Koniag Eskimo community in Alaska
 - "Newton", Hmong resettlement community in western US
 - "Pleasantville", migrant community in Pacific Northwest
- Funded by National Institute of Education
- Ethnographic studies/ethnological comparisons (with Karen Green Wikelund), 1978-1983
- Related structure of contemporary literacy practices to the sociohistorical context of *literacy contact*, especially the economic context

The Context of Literacy Practices

- Comparative analyses of the three communities identified domain-specific organizations of literacy practices in terms of *technological knowledge, functional knowledge and social meanings*
- Social meanings of literacy are historically deepest and transcend changes in technology and functionality within particular literacy practices
- The ever-present geopolitical denouement of the war in SE Asia influenced refugees' adjustment and SLA as well as the ways in which we understood their literacies
- Led to *practice-engagement theory* of literacy acquisition
- We will focus here on the community studies of SLA that emerged from this work

Literacy in Hmong Resettlement and Second Language Acquisition

- Chue Za and Kia Cha – literacy strategies within informal community ESL
- See both the mediation and socialization of L1 literacy to nonliterates that was seen among Vai
- *Ethnopedagogy* important in how adults understand ESL classes, role of teacher, etc.
- Ethnopedagogy reflects both the L1/country-of-origin contexts of schooling & literacy as well as the immigration contexts of resettlement and SLA

Literacy in Hmong Resettlement and SLA (con't)

- Most Hmong adults had little if any prior schooling in Laos; most not literate in any language; some literate in Hmong or Lao
- Conducted household survey & assessments of 1400 adults (cross-section of community, not just ESL students)
- Oral proficiency in English predicted by (in decreasing order of multivariate statistical importance):
 - Hmong literacy
 - Oral proficiency in Lao (L2)
 - Age (younger better)
 - Time in U.S.
 - Lao literacy
 - Years of schooling in Laos

Literacy in Hmong Resettlement and SLA (con't)

- Found similar results in smaller-scale longitudinal study with repeated measures of English L2 oral proficiency, L2 oral vocabulary and L2 reading
- Gain on all repeated L2 measures predicted by (in decreasing order of importance):
 - Hmong literacy
 - Age (younger better)
 - Years of schooling in Laos
- For gain on some repeated L2 measures, literacy in Lao also predictive

Sign Post #2

- Both cross-sectional & longitudinal studies of resettlement and English acquisition in a Hmong community show clear influence of L1 literacy on SLA with education and many other variables controlled
- These basic findings were replicated and extended through similar studies of numerous SE Asian refugee communities in multiple resettlement contexts

Study of Refugee English Language Training (SRELT)

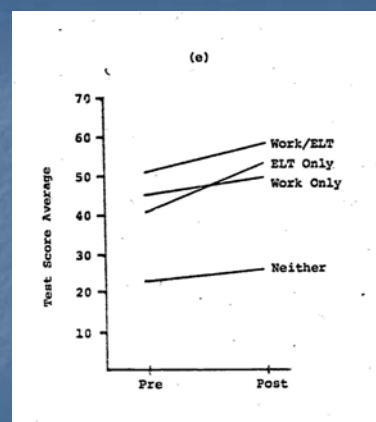
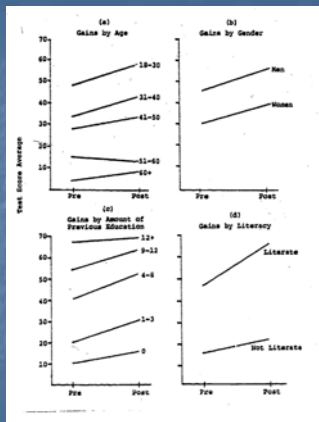
- Funded by Office of Refugee Resettlement
- Multi-method, national study of English language training provided to refugees from war in Southeast Asia, with focus on adults with little formal education
- Three Phases:
 - Phase I: mail survey of ELT providers
 - Phase II: community surveys of learners in 4 cities x 3 ethnic groups AND program visits / classroom studies in 8 cities
 - Phase III: longitudinal study of English acquisition among students and non-students of ELT programs

SRELT Phase II Community Surveys

- Household surveys of Vietnamese, Hmong & Cambodian communities in Twin Cities, Denver, Stockton & Seattle
- Different patterns of L1 educ and literacy by ethnicity
- 44% spoke an L2 other than English, 58% were literate in a language other than English
- Used both Census-like English overall proficiency ratings and well-fitting Guttman scale of discrete proficiencies
- Quasi-longitudinal: asked about 1st month in U.S. as well as the present time
- Multivariate discriminant analysis predicted who learned specific proficiencies. Consistent predictors are:
 - EDUC, -AGE, L1 LITERACY and GENDER
 - Indicators of resettlement activities: TIME in US, ELT in US, WORK in US

SRELT Phase III

- Policy context: role of ELT vs. work in facilitating resettlement & economic self-sufficiency
- Longitudinal study with repeated BEST test scores six months apart, with detailed data on intervening ELT & work experience
- N=400 sampled from 5 ethnic groups in San Diego, Denver, Oklahoma City and Portland
- Gains predicted by -age, ELT and literacy (*not* education)



Sign Post #3

- Multivariate cross-sectional and longitudinal models clearly showed effects of both background characteristics (e.g., L1 literacy) and time-varying resettlement activities (e.g., ELT & work experience) on SLA among low-education adults
- That ELT was more effective than work experience in facilitating SLA became a politically unpopular finding
- Results not dependent on use of self-report versus test score measures

Classroom Studies of Low Education ESOL Students

- Wanted to see how L1 literacy affected classroom environment and SLA
- Important to know whether/how to improve programs for low-education/low-literate adults
- Two sets of classroom studies:
 - Study of Refugee English Language Training - Phase II
 - National Adult ESOL Labsite ("Lab School")

Study of Refugee English Language Training - Phase II

- Studied 22 programs in 8 metropolitan areas, representing a range of resettlement contexts:
 - San Diego, Denver, Oklahoma City, Portland, No.Va/Wash DC, New Orleans, Stockton, Seattle
- Focused on lowest instructional levels where low education/low-literacy SE Asian students concentrated
- Structured observation of 2 classes x 3 levels x 22 programs
- Supplemented by interviews with students, teachers and program administrators
- Analytical focus on how classroom and student background characteristics predict observed student behaviors in the classroom

At Higher L1 Literacy Levels, Students Engaged in Significantly..

- More Spontaneous English to Teacher
- More Spontaneous English to Student*
- More Elaborated English to Teacher*
- Less Native Language to Student*
- More Oral Reading*
- More Silent Reading*

(controlling for instructional level, ethnic mix, teacher characteristics & other student variables)

*also associated with higher level of education

The Lab School: A National Labsite for Adult ESOL

A partnership between
Portland State University &
Portland Community College



US Department of Education

Features of the Lab School

- Regular adult ESL program operating inside a research lab
- Enhanced to create stable setting for research and professional development in adult second language acquisition & education
- Research focused on lowest two levels of four-level program
- Multiple cameras and microphones recorded classes (with permission) on an ongoing basis
- Collaborating teachers were research colleagues

Multimedia Adult English Learner Corpus (MAELC)

- Digital audio-video recordings of ~3600 hours of four levels of classes over four years (16 terms)
- Half of the classes are indexed and searchable by coded activity and participation contexts (all are viewable)
- Searchable, media-linked database of transcribed teacher & learner language from targeted classroom contexts & activities
- Close-up video and high-quality audio recording of ~ 800 students in dyads ~ one class/month while in program, easily locatable by first language, education, age, etc.

MAELC – con't

- Portions of the coded classes have been transcribed, targeting student language during pair work
- ~200 hours of student-student language have been transcribed, encompassing approximately 100,000 utterances (turns)
- Additional language for given students can be readily located and transcribed
- Informed consent and image permission
- Tool set for creating and disseminating research and professional development materials
- Ready to be shared with our LESLLA colleagues!

ClassAction Toolbox Data Viewer



Illustrative Study of Low Education Learners

- Conducted jointly with my PSU colleagues Kathy Harris, John Hellermann & Clemence Richard & University of Washington colleagues Nairan Ramirez-Esparza & Patricia Kuhl
- Followed 20 students over time, selected from MAELC: 10 high education (mean=13.7) and 10 low education (mean=4.4).
- Analyzed their recorded classroom language & behaviors over time
- First, let's take a look at some fairly typical patterns we saw (VIDEO CLIPS)

Personality Categories

Extraversion If the learner displayed an extraverted personality. For example if the learner was talkative, was not shy to ask questions, used loud voice, laugh loudly, assertively responded teacher questions, or any other behavior that the coders would consider a display of extraversion

Introversion If the learner displayed an introverted personality. For example if the learner was quiet, did not ask questions, if his/her voice was difficult to hear; or any other behavior that the coders would consider a display of introversion

Socio-Interactive Practices Categories

Starting	If the learner started the activity immediately after the teacher gave the instructions
Not Starting	If the learner <i>did not</i> start the activity immediately after the teacher gave the instructions
Asks for Help	If the learner asked for help during an activity
Gives Help	If the learner offered help to someone else
Receives Help	If the learner received help without asking for it
Does not flow	When interacting with others in group or dyad activities, if the interaction did not flow
Expert role	When interacting with others in group or dyad activities, if the learner displayed the role of expert
Novice Role	When interacting with others in group or dyad activities, if the learner displayed the role of novice

Correlation between Literacy & Classroom Behaviors

<i>Socio-interactive Practices</i>	
Starting	0.48*
Asks for Help	0.01
Gives Help	0.11
Receives Help	-0.25
Expert Role	0.18
Novice Role	-0.69*
<i>Personality</i>	
Introversion	-0.65*
Extraversion	0.51*

Sign Post #4: L1 Literacy Effects on Language in Low-Education Adults

- For the Vai in 1970s, L1L mediated phonological representation and use of oral L1 & enhances access to other linguistic structures
- Among SE Asian refugees in early 1980s, L1L facilitated acquisition of ESOL
- L1L appears to be a more potent influence than prior education on SLA, based on a range of self-reported and formally assessed oral and written language measures
- In ESL classrooms during both the 1980s and more recently, L1L is associated with specific social and linguistic behaviors related to SLA
- L1 literacy often serves as a contextual bridge between the past and future worlds of adult learners

Thanks to...

- ...all of you for allowing me to share this journey
- By now you should realize that this is not really about my journey, it's about all of our journeys in LESLLA
- And thanks to the many individuals who participated in the research and helped us to understand their contexts and lives

Johannes Eckerth, 1965 - 2009



Scholar, Teacher, Friend ...

“From Scribe to Script:
A Personal Journey through Literacy and Education in Second Language Acquisition”

Stephen Reder

2009 LESLLA Workshop

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