An illustration of a male student in an orange shirt sitting at a desk with a laptop, and a female teacher in a green shirt standing and holding a clipboard. The background is a light green with faint icons of a laptop and a person.

Working towards proficiency: Supporting high school English learners

An icon of a hand pointing to a document.

How do we design courses for academic literacy development?


- Include opportunities for students to build background knowledge on cultural norms.
- Use culturally responsive practices

Course design should use an asset-based approach to language development, promoting English Learners' (ELs') existing linguistic repertoire.

An icon of a checklist with a checkmark.

Are ELs who receive academic literacy instruction more likely to reach reclassification prior to H.S. graduation?

- "ELs who participated in *Academic Literacy* courses reached reclassification at the same rate or higher than ELs who did not."
- "ELs who participated in *Academic Literacy* courses had increased likelihood of reaching reclassification status than ELs who did not."
- A study found a "positive relationship between growth in literacy and academic literacy. However, negative relationship was found between "growth in literacy and *Academic Literacy* for time categories 1-3 years and 6+ years."

An illustration of a female student with dark hair in a ponytail, wearing an orange sweater, sitting in a wheelchair and holding a tablet. The background is a dark teal.

The principal goal of the program was to help students reach reclassification on state assessment of English language proficiency. The results of the study shows that English learners who enrolled in the ELD course were "1.6 times more likely to reach reclassification status than ELs who did not."

An icon of a briefcase.

What are the implications for future research?

The study has a potential to inform the pedagogy of supporting English learners and multilingual students for their academic language and literacy development.

Evaluation on language assistance programs in various contexts and school sites is crucial in effective practices to help ELs in secondary education context.

An illustration of a female teacher in a green sweater and dark pants, standing and gesturing with her hands. The background is a dark teal.

Reference:

[Correia, A. \(2021\). Working towards proficiency: Investigation of reclassification and growth rates for high school English learners in an asset and research-based English learner development course. Open Access Dissertations. Paper 1251.
https://digitalcommons.uri.edu/oa_diss/1251](https://digitalcommons.uri.edu/oa_diss/1251)