English Language Learner a Term That Warrants Scrutiny

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ABSTRACT: ELL is the most common term used in the United States to describe learners whose home language is not English, possess limited proficiency in English and are in the process of adding English to their linguistic knowledge base. Over 10% of the total US school age learner population of 50 million students has been identified as possessing limited English proficiency and are designated as ELLs.[1] I contend that the term ELL is problematic and should be retired because it promotes a nativist, anti-immigrant and anti-bilingual or multilingual agenda. This article begins with the historical contexts that have contributed to the widespread adoption of the term ELL. I offer several alternative terms that may more accurately reflect a philosophical orientation that celebrates both diversity and multilingualism with EAL being the recommended choice.

RESUME: English Language Learner - ELL (Apprenants en Anglais) est, aux Etats-Unis, l'expression la plus employée pour décrire des apprenants dont la langue maternelle n'est pas l'anglais, des apprenants qui n'ont que des connaissances limitées dans la langue et qui sont en train d'élargir la base de leurs connaissances linguistiques en l'ajoutant. Parmi les cinquante millions d'élèves représentant la population totale d'élèves en âge scolaire aux Etats-Unis, plus de 10% n'ont que des connaissances limitées en anglais et sont qualifiés de « ELL ». L'expression « ELL » est, selon moi, problématique et devrait être retirée du vocabulaire dans la mesure où elle favorise un ordre du jour « nativiste », anti-immigré, anti-bilingue ou anti-multilingue. Cet article commence par des contextes historiques qui ont contribué à l'adoption largement répandue de l'expression « ELL ». Je propose plusieurs expressions de remplacement qui pourraient s'orienter plus précisément vers une philosophie mettant à l'honneur la diversité linguistique et le multilinguisme en même temps, notamment une expression particulièrement appropriée « English as an Additional Language – EAL » (Apprenant en anglais ; langue supplémentaire).

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Historical Context

Nativism and World War I

Both of my paternal grandparents, born around 1870, in Wisconsin were products of US German bilingual schools and were proud to have completed the eighth grade. My great grandparents, had come from Bavaria and were similar to immigrants before and after them in search of better lives for their children. Education was so important, in the case of my grandmother's family, that my great grandmother changed the family's religion several times in order for her children to attend the best parochial German bilingual schools in town.

My paternal grandparents' experience was not unique and they benefitted from a variety of practices which had favored German-speaking immigrants and residents for over a century. German immigrants had historically been considered the model non-native English speaking immigrant with preferential treatment over nonwhite immigrants who lacked a European cultural background (Califa, 1989). At the end of the 18th century, the 3rd U.S. Congress, adhered to a request made by legislators from Virginia to print portions of the federal laws from the congressional session in German so that German US speaking citizens or constituents could understand the proceedings even though the English were both political and tenacious in ensuring that the English language was used as the common public language. (Feer, 1952). In the 19th century German bilingual schools in the US Midwest flourished, for a time, as a result of large groups of German speaking immigrants who arrived and settled there from Europe in the mid to late nineteenth century (Wiley, 1998).

However attitudes changed towards the beginning of the 20th century with one piece of evidence being the naturalization Act of 1906 which introduced an English language requirement for naturalized citizenship.[2] At this time, to be Americanized, the consensus at the time was that it was imperative for all immigrants to both know and use the English language (Wynn, 1986). In the Midwest there was a legislative assault against almost anything German including German schools, German churches and the use of the German language and this was a reciprocal component of the vicious anti-German propaganda that helped fuel US support for World War I (Ross, 1994). In spite of this anti-German fervor, in 1923 the Supreme Court of the United States ruled in the case of Meyer versus Nebraska that German could be taught in a parochial non-governmental supported grade school based on the protection of liberties found in the 14th Amendment (Spurlock, 1955: Ross, 1994).

Germans were not the only cultural and ethnic group subjected to targeted nativism and anti-immigrant sentiment during the late 19th century and the first half of the 20th century. For example, in the US Mexico border region Spanish speakers found their status within their communities diminish markedly as a result of the US Mexican War in 1848 even though after a year they were granted citizenship (Ruiz, 2006). Some of the legislation aimed against certain groups of immigrants had a racial component in addition to the ethnic one that the Germans experienced. The Chinese Exclusion Act, designed to keep Chinese immigrants from entering the US, in place between 1882 and 1943, did not prevent tens of millions of Chinese immigrants illegally entering the USA during this period and beyond (Salyer, 1995). At the time of World War II, although Executive Order 9066 did not mention the Japanese by race it clearly was primarily aimed at removing and segregating US born Americans of Japanese ancestry, Japanese born Americans and Japanese nationals. Native Americans attending US government supported boarding schools in the 1930s and 40s had their home languages banned both in and outside the classroom because English was considered to be both a superior language and compulsory for all US citizens (Szaz, 1999). The irony is that nativism, which was cast as an attempt to force everyone into a "native" Americanized way of thinking, speaking and doing things, was also imposed on those individuals whose native home had been in North America for countless generations.

Civil Rights Movement and Language Rights

In 1954 the United States Supreme Court decided the Brown versus Board of Education case guaranteed equal protection under the 14th amendment for all US citizens in regard to access to a common public education system.[3] This provided a US Supreme Court decision that was in concert with the 1964 Civil Rights Act which affirmed equal treatment under the law for all individuals regardless of their racial background and/or their national origin.[4] National origin discrimination can occur when someone is subjected to discrimination because their home language is not English with the rationale being that their home language may not be English because of their national origin.

The US Federal government launched a war on poverty and provided funding for bilingual programs designed, primarily for Mexican-origin children who traditionally had performed very poorly in English only curricula in the late 1960's (San Miguel, 2004). Richard M. Nixon officially supported the creation of bilingual education for Hispanic students as part of his overall plan to attract Hispanic democrats to the Republican Party (Davies, 2002). In 1973 members of the Chinese speaking community in San Francisco went to court and argued that they had been discriminated against based on the fact that they were language minorities as a result of

their national origin (Wiley, 2002). The 1974 Lau versus Nichols decision didn't provide for bilingual education *per se* but rather guaranteed equal protection for students who were language minorities in that they possessed limited English language proficiency. It reinforced the principle that equal treatment did not mean equivalent treatment, so that in order to achieve equal treatment it was sometimes necessary to provide some students with additional support.

Publically funded bilingual education was viewed as a way to address the needs of learners whose home language is other than English as reflected by the names of those agencies designed to help states and schools deliver quality instruction. One such federal agency was the Office of Bilingual Education and Minority Language Affairs (OBEMLA) set up to support bilingual education initiatives in 1974. After the Lau decision, programs for Chinese, Koreans, and Hmong but also native Americans such as those speaking Indian and Inuit or Eskimo languages were set up nationwide. The 1981 Castañeda versus Pickard case affirmed that different bilingual and non bilingual instructional approaches could be utilized as long as the instruction is theoretically sound and assessed as being effective for children who speak a language other than English at home.[5]

The English Only Movement

During the recessionary times of the early1980s some American taxpayers began to revolt against funding language accommodations, such as ballots, drivers' license exams and education in Spanish, for non-native English speaking immigrants. Their strategy to lessen the role of home language accommodations was to take English from the status of being a public language to that of being both a public language *and* an official language. Senator Hayakawa of California, an ardent critic of bilingual education, recounting the divisive elements of bilingualism in his native Canada, first introduced the English Language Act in 1981, which would have amended the Constitution to make English the official language of the United States (Reimers, 1998). Bender (1997) discusses how prejudice against and erroneous notions concerning non-native English speaking immigrants can lead to language vigilantism. The belief that previous generations of immigrants desired to learn English whereas the current wave of immigrants are unwilling to do so has been identified as a prevalent myth that needs to be dispelled (Southern Poverty,Law Center, 2011).

Dismantling Bilingual Education

The English Only movement has included focused media attacks on bilingual education and has also supported the passage of propositions aimed at ending bilingual education. Proposition 227[6], passed in 1998, financed by activist businessman Ron Unz set the momentum for other anti-bilingual education legislation in other states including, Colorado, Massachusetts and Arizona (Ryan, 2002). In an effort to erode support for Bilingual Education, the conservative George W. Bush administration directed the US Department of Education to eliminate OBEMLA and replace it with the Office of English Language Acquisition (OELA) intentionally deleting any reference to *bilingual* (Crawford, 2002). On the one hand the Bush administration was advocating scientific based approaches but on the other hand they were severely restricting developed bilingual education which is a sound research based approach (Crawford, 2002; Johnson, 2010).

Introduction and Adoption of the Term English Language Learner and English Learner

Charlene Rivera and Mark La Celle-Peterson (1994) introduced the term English Language Learner, in the Harvard Educational Review, and the term has become a mainstay of the US operational lexicon of educators including both pro and anti bilingual education policy makers and practitioners as well as the public at large. Rivera and Peterson used ELL to describe learners who have yet to attain the English language proficiency needed for success in an English language curriculum as well as those who have become competent users of English. Rivera and Peterson are correct in their assertion that the term English Language Learner is more positive than the legal designation "Limited English Proficient" which conveys a deficit model and conjures up negative connotations of the learner. Rivera and Peterson most likely failed to realize that ELL could be used as part of the English Only rhetoric since they also advocate bilingual education:

> We believe that more is better, both for individuals and for the nation. Bilingualism is not an elusive goal, but rather a relatively common human experience and an even more common educational goal.(p. 56)

Political Context for the term English Language Learner

Bilingual Education opponents were also quick to adopt the term English Language Learner or the short hand version, English Learner. Ron Unz & Gloria Matta Tuchman (1997) incorporated the term English learner, four times, into the actual text of proposition 227. Their definition, which appears in the legislation, is as follows:

> English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.

The term English Language Learner is consistent with the politics and legacy of the George W. Bush administration and the No Child Left Behind Legislation. The current anti-immigrant climate in the United States provides a fertile environment for English Only and anti-Hispanic nativism. Anti-immigrant sentiments have often been endorsed by the US populace during periods of conflict or *war.* There was a hiatus to nativism with the "War on Poverty" legislation introduced by Lyndon Johnson's administration that provided an opportunity to officially promote culturally responsive practices and bilingualism beginning in the mid-1960s. Unfortunately, the War on Terror launched after the attacks of 9/11, 2001 rekindled nativism including the portrayal of undocumented aliens and the Southwest US Mexico border as a major US security threat (Coleman, M., 2007). This is one of the curiosities of US history, that US students are and have consistently ranked very poorly on measures of global geography and knowledge of the different places and nations that coexist on our planet (DaSilva, & Kvasnak, 2011). This is in spite of being an economic powerhouse on the world stage for almost a century, and a global political powerhouse for at least the last half-century; this pattern is even more curious when you consider that the US is a quintessential migrant society: nativism has often emerged in opposition to the migration of new communities, whether these be, at different points in history, Catholic Irish, Southern European, East European, German, Hispanic, African or Asian. For such a powerful nation it is also curious that suspicion as to the loyalty of defined groups has been such a driving force in insularity, this is of Catholics (often pilloried, particularly in the first century of the US, for supposed first loyalty to the Pope), or Communists (suspected of loyalty to Moscow). All people perceived to be different and potentially not part of the 'we' and this historically has not exclusively focused on Spanish speakers, who are the principle target of most of the present day suspicion and hostility in regard to language rights.

The anti-immigrant sentiment reached a new pinnacle with the passage of SB1070 in the border state of Arizona.[7] Local law enforcement is mandated by SB1070 to check the legal status of anyone who they suspect may be in the United States illegally. There is concern that legal or illegal immigrants would be suspected of being undocumented if they are overheard speaking Spanish or speaking English with a Spanish influenced accent.

Prior to the 2012 presidential elections the Republican Party including Mitt Romney, their presidential candidate, advanced an anti-immigrant agenda and were instrumental in defeating the Dream Act which would have paved a way to permanent residency for individuals who had been brought to the US illegally as children.[8] The Democrats on the other hand organized the Hispanic voting constituency without a proposal that would put forth a pathway to citizenship for millions of illegal or undocumented residents.[9] The Republican party had ignored the advice of Nixon and had failed to garner votes from the Hispanic community. Since the 2012 elections a bipartisan immigration commission has emerged and made recommendations including potential pathways to citizenship for undocumented residents.

Prevalence of the English Language Learners and the terms ELL and English Learner in US Education

Over 10% of the total US school age learner population of 50 million students has been identified as possessing limited English proficiency and are designated as ELLs.[10] The terms English Language Learner or English Learner are found in virtually every facet of US education. Teachers looking to be hired by school districts from Alaska to Alabama are encouraged and often expected to have experience working with ELLs. Textbooks, in every curriculum area, include instructions for the teacher on how to adapt the book to meet the needs of ELLs. Practitioner oriented mainstream research journals such as the Reading Teacher feature an article on how to address the needs of ELLs in almost every issue. The Obama Administration is using the term English Learner in the documentation related to the reauthorization of the No Child Left Behind Act.

Problems with the Term English Language Learner or English Learner

There are numerous issues and negative ramifications related to the usage of the terms English Language Learner as well as English Learner and in the next section of this essay I will discuss some of the issues related to the terms. First, a null curriculum is operational when the term English Language Learner is employed in lieu of another term that includes referents to the existence of learners' non-English language linguistic capital. Second, the terms do not reflect cultural and linguistic diversity and fail to advance a culturally responsive agenda. Third, the terms, because of their apparently descriptive neutrality, particularly when seen as a replacement for a more openly negative predecessor (LEP), have not received the same scrutiny and examination as other terms used to describe language learners, specifically EFL and native speaker. Fourth, the way

that the terms are being used is confusing since learners who speak English as a home language must also study and learn English as an academic subject at school. Fifth, the terms do not have space for bilingualism as potential learning goals.

First, the term English Language Learner propels a null curriculum in that any reference to learners' possessing home or first language capital including metalinguistic awareness is notably absent. The concept of null curriculum was introduced by Eisner (2001) and puts forth the notion that what is omitted from the curriculum is a powerful value judgment with items omitted being less valued. For example if an elementary school teacher omits art from her curriculum, regardless of the reason, she is transmitting the notion or null curriculum that art is unimportant. The term ELL neglects to acknowledge the learner's home language and in doing so conveys the message that the home language is not worth being valorized or added to as evidenced by the fact that generations of immigrants quickly lose the languages of their countries of origin as Rumbaut, Massey & Bean (2006) point out as the general norm with Spanish. Children's home language should be viewed as an academic and linguistic resource that can facilitate academic development (Linse, 2013). Ideally, the curriculum and the short hand terminology to describe the curriculum would be modified to include instruction in learners' home language to illustrate that it is valued.

Second, use of the term English Language Learner in teaching is not culturally responsive teaching, according to Geneva Gay's (2000) widely used definition which requires instruction to respect, reflect and validate a learner's cultural backgrounds plural intended? as a cornerstone of learner centered instruction. Since language and culture are intertwined, one can make the assumption that in order to be culturally responsive one must validate the learner's home languages. This is similar to the notion of the null curriculum and at the very least requires teachers to acknowledge the existence of learners' knowledge of languages other than English. In order to validate the additional language knowledge teachers need to create a space for it. Redefining place can be as simple as including books in children's home languages in the classroom or school library. In addition, the hidden curriculum may be that English is the focal point of all useful learning and no other language is worth acknowledging.

Third, linguists and others concerned with language change are constantly examining the terms used to describe language learners and language users, in part because of the evolving ways that English is being used. Since the term English Language Learner is in wide use we are compelled to examine it and the ramifications of its use just as other terms such as English as a Foreign Language have been scrutinized. Graddol (2006) believes that the term English as a Foreign Language may become obsolete since English has become the primary language for communication

on the global scale with more non-native speakers of English using English as a vital communication tool. Jenkins (2006) has examined terminology and believes that there is no longer merely one English but many World Englishes and advocates the use of the term English as a Lingua Franca (ELF) since it is more accurate than English as a Foreign Language (EFL) and English as a Second Language (ESL). Nayar (1997) has scrutinized the language in the term ESL and explained that it is problematic in part because it has very different meanings depending upon the global context in which it is used. Others who advocate multilingualism point out that English might be a learner's third, fourth or fifth language in which case the word *second* is inaccurate.

Even the term native speaker has been reframed within the different branches of linguistics and allied academic disciplines. In the past the aim for student learners was to speak like a native speaker with the proficiency exhibited by native speakers being considered the goal for language competency and proficiency. Jenkins (2006) and Graddol (2006) also remind us that there are more non-native speakers using English than native speakers. The professional organization Teachers of English to Speakers of Other Languages (TESOL) prohibits language related discrimination against non-native speakers.[11] In this essay, I have used the term home language instead of native language in part because native language implies that learners can only have one "first" and/or primary language when in reality they may come from a family where their parents grew up with different home languages.

Fourth, individuals who speak English as a home language and receive English medium instruction could technically be classified as English Language Learners. One of the aims of schooling is to help learners develop academic skills in the public language which is often the same as learners' home language. Native English Speakers must learn English in elementary school, middle school and high school. The professional organization National Council of Teachers of English (NCTE) was founded for and is primarily concerned with learners whose home language is English and not those who speak another language at home.

Fifth, when the word bilingual is omitted from the official government pedagogical lexicon, and replaced with ELL or EL it becomes more challenging to allude to benefits of being bilingual as a potential learning goal. Although, one could just merely add "other" language content to the curriculum without calling it bilingual instruction it would appear a bit odd in a program designated with the words "English Language." It is easier to include instruction in English and the learner's home language when the word bilingual is embraced.

Alternative Terms

There is no need to adhere to the terms English Language Learner or English Learner since a variety of other more accurate and culturally responsive terms are available which acknowledge the linguistic capital that learners have developed at home. Some educators believe that this is not an issue worth addressing or discussing because the labels ELL and EL are better than the label LEP because the word "limited" which is negative has been omitted. However, in recent years and months there has been a quiet revolution against the terms ELL and EL with academics and practitioners alike introducing terms that celebrate multilingualism or at the very least acknowledge the linguistic gift that linguistically diverse learners possess.

John Klapper, (1993) introduced the term, Dual-Language-Learner to describe secondary school pupils engaged in late immersion programs in Europe. The term dual language learner has crossed the Atlantic and has been used in the US in early childhood education circles and reinforces the notion that young children whose home language is not English are Dual Language Learners (DLL) (Macrina, Hoover & Becker 2009). The term is culturally responsive and also acknowledges bilingualism and encourages educators to assist children in the development of skills in two languages and is used almost exclusively in settings with young children aged seven and under. Sadly, it isn't appropriate for many school age learners who do not have any access to formal L1 (home language) education and are not going to be dual language learners once they enter elementary school.

Another term that is superior to English Language Learner and places bilingualism in a positive light is the term Emergent Bilingual (Garcia, 2009; Garcia, Klefigan, & Falchi, 2008). The term Emergent Bilingual implies that a goal of education, for children who speak a language other than English, should be competence in not one but two languages and is in sharp contrast to the term English Language Learner (Garcia, Klefigan, & Falchi, 2008). Unfortunately the word bilingual is so politically charged that many educators and the public at large are not very likely to incorporate the word bilingual into their lexicon.

Culturally and Linguistically Diverse (CLD) is a term which implies cultural responsiveness. CLD is often used to describe the cultural and linguistic needs of learners who come from homes where a language other than English is spoken. I personally use the term in much of my writing because it applies to a wide range of learners, not just those at the beginning stages of English language development. The term acknowledges the cultural differences which are present when a learner speaks another language. CLD cannot replace ELL or EL because it does not, however, necessarily apply to learners who are Limited English Proficient.

In addition, there are several terms which have entered the TESOL lexicon that are better than ELL or EL but are still problematic, including

English to Speakers of Other Languages (ESOL), English as a New Language and Heritage Language Learner. ESOL is a term which has been used in many parts of the US to designate learners whose home language is not English and is a bit clumsy when it is paired with the word Learner. 'English to Speakers of Other Languages' Learners'. English as a New Language is often used to refer to individuals who have recently moved to the US from areas where English is not the public language. One problem is that this term discounts the fact that learners may have studied English in their home countries and not be entirely *new* to the language. This term also doesn't work for learners who may have been born in the US but speak a language other than English at home and are merely new to English when they begin attending school.

English as an Additional Language (EAL) is the term of choice in Britain and Ireland.[12] EAL clearly implies that the learner is adding English to a linguistic knowledge base with the implication that the learner is in the process of becoming bilingual or even multilingual. This is in sharp contrast to the term English Language Learner where there is inclusion of only one language and that being English. Although the politically charged word *bilingual* is absent from the term EAL there is a clear concrete referent to the fact that the learner is not a monolingual English speaker.

The increasingly politically conservative anti-immigration UK government uses the term EAL without any concern that it promotes bilingual education. The term EAL is probably the most inclusive and culturally responsive term that could be used to describe the 5 million children in US schools who are in the process of developing initial proficiency and competency in English.

Conclusion

Nativism, propelled by fear and laced with anti-immigrant and anti-bilingual education sentiments, too often returns to the forefront of US society. The political wrath is as vicious, if not more so, than when my grandparents, descendants of Bavarian immigrants, were forced to only use English, abandon their use of the German language and alter the spelling of their last name. Different cultural and linguistic groups have been targeted at different points in time with the word bilingual having been removed from the pedagogical and public lexicon.

With the word, bilingual, not readily accessible many have chosen to see English Language Learner as an improvement on the term Limited English Proficient but this is to ignore the way it has aligned easily with the objectives of a reactionary 'nativist' movement to make English an 'official' language of the US to the detriment of cultural diversity. And it singly fails to advance a multilingual, inclusionary agenda.

Culturally responsive educators are compelled to use terms which not only acknowledge but also honor cultural and linguistic diversity. Terms

such as ELL and EL promote a dangerously narrow linguistic curriculum and have no place in schools striving to embrace cultural and linguistic diversity and should be replaced as quickly as possible. Instead, terms that promote the spirit of the 14th Amendment such as Emergent Bilingual should be embraced and introduced when we write about learners who come from culturally and linguistically diverse backgrounds.

It is a shame that the current conservative political climate and avoidance of the word *bilingual* makes it extremely unlikely for the term Emergent Bilingual to be adopted by governmental agencies or the mainstream public. However, the attractive term EAL reminds us that English is being added to the linguistic gift that culturally and linguistically diverse parents have given their children, and also casts a positive light on the learner, implying the potential for the learner to become bilingual. We can easily begin to replace ELL and EL with EAL as a tiny but significant step to advancing an agenda that promotes multilingualism.

Both major parties realize the need to court voters while at the same time taking into account the immigration needs of linguistically diverse undocumented individuals. We have been making accommodations for individuals who don't speak English as their primary language as a means of including current and potential constituents or voters since revolutionary times . This is as it should be, recognizing that individuals have the potential for full membership in US society regardless of the political climate, attitudes towards different linguistic groups and whether or not they're in the process of learning English.

NOTES

1. Based on information from the statistics from the Migration Policy Institute which reported that over five million students with limited English proficiency attended US schools during 2007-2008. This represents more than 10% of students enrolled in US schools.
http://www.migrationinformation.org/ellinfo/FactSheet_ELL2.pdf

2. The Naturalization Act of 1906 required individuals to possess some knowledge of English to be naturalized citizens and also established the Bureau of Immigration and Naturalization.
http://ocp.hul.harvard.edu/immigration/timeline.html.

3. Brown Versus Board of Education was decided unanimously by the US Supreme Court. They decreed that within the realm of public education separate is not equal with some facilities being unequal and therefore inferior. http://www.oyez.org/cases/1950-1959/1952/1952_1/

4. The Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. It further decrees that public funds cannot be used in any way which encourages racial or national origin discrimination. http://www.justice.gov/crt/cor/coord/titlevi.php

5. Castañeda versus Pickard found that schools are not required to provide biligual education *per se* but rather must provide limited English proficient students with instruction that is theoretically grounded, properly implemented and evaluated to determine its efficacy in helping students overcome language difficulties. http://www.stanford.edu/~kenro/LAU/IAPolicy/IA1bCastaneda.htm

6. Proposition 227, also known as English for our Children, easily passed in California by a 61-39% margin. This initiative was designed to end thirty years of bilingual education in the State of California. http://www.onenation.org/pr060598.html

7. SB 1070, also known as the Support our Law Enforcement and Safe Neighborhood Act targets undocumented aliens and is currently being challenged in the courts. There is concern that it violates the fourteenth amendment and encourages racial profiling. It also is deemed discriminatory against language minorities. http://www.azleg.gov/legtext/49leg/2r/bills/sb1070s.pdf

8. The Dream Act was intended as a route towards permanent residency and citizenship for individuals who had been brought to the US illegally as children and adhered to strict criteria including military service or obtaining a college degree. http://www.immigrationpolicy.org/just-facts/dream-act

9. The Obama Administration and the Democratic Party took a much more positive attitude towards Hispanics and immigration than did Mitt Romney and the Republican Party. Many believe that this stance was instrumental in assuring Obama's victory. http://www.bloomberg.com/news/2012-11-08/hispanic-political-clout-seen-in-2012-election-and-beyond.html

10. Based on information from the statistics from the Migration Policy Institute which reported that over five million students with limited English proficiency attended US schools during 2007-2008. This represents more than 10% of students enrolled in US schools. http://www.migrationinformation.org/ellinfo/FactSheet_ELL2.pdf

11. Teachers of English to Speakers of Other Languages (TESOL) no longer accepts advertisements that require individuals to be native English speakers because it is believed to be discriminatory. Instead it is acceptable to recruit individuals who possess Native Like proficiency. http://www.tesol.org/s_tesol/sec_document.asp?CID=DID=2560#15154

12. The UK Government Department of Children, Schools and Families, has an entire section devoted to learners whom they classify as EAL learners. The section for EAL learners is included under the umbrella organization of Ethnic Minority Achievement.
http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/763697

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