

# Language and Literacy Development

*English Learners with  
Communication Disorders,  
from Theory to Application*

SECOND EDITION

**Linda I. Rosa-Lugo, EdD, CCC-SLP**  
**Florin M. Mihai, PhD**  
**Joyce W. Nutta, PhD**





5521 Ruffin Road  
San Diego, CA 92123

e-mail: [information@pluralpublishing.com](mailto:information@pluralpublishing.com)  
Website: <https://www.pluralpublishing.com>

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# Foreword

When I wrote the Foreword for the first edition of this book, I began with the recognition that the cultivation of a literate citizenry was a significant challenge facing our nation. Unfortunately, in 2020 it remains so. Perhaps even more today the well-being of our democracy depends on it. The idea that the work of educational institutions on meeting this challenge is complicated by the needs of English learners (ELs), as well as students with communication disorders, remains relevant and, in fact, is more germane, as EL populations increase in schools. Although many states no longer use the Common Core State Standards, all states continue to emphasize preparation of children and adolescents to meet the high expectations of postsecondary education and the workforce. Therefore, when addressing the literacy needs of children and adolescents with communication disorders who are also learning English as another language, educators continue to face the enormous challenges of intense curricular demands. Hence, educators from a variety of disciplines and with different job responsibilities seeking to help these youth become literate need support and resources for this work. They will be pleased with the additional content of this second edition.

Although it is true that considerable attention has been paid in the literature to the education of ELs and to the problems of students with communication disorders, rarely has the work of both disciplines been integrated sufficiently to create a comprehensive context for addressing their literacy needs. The 2012 edition was the first book to do so. This second edition ups the ante by providing additional practical information. There is a lot to know in meeting the needs of students with communication disorders who are also learning English as another language. Integrating all relevant information to take appropriate action in assessing, intervening, and monitoring progress is not an easy task for practitioners. Exhorting them to approach assessment, intervention, and progress monitoring in particular ways has to be grounded in sound theoretical constructs and evidence-based

practice, which this edition continues to provide. However, the additional material addressing application of sound principles will be even more attractive to those on the front lines. The AIM Framework and case studies presented in this edition provide specific guidance. Although a major audience for this book is the speech-language pathologist (SLP) working in schools, I am convinced that the content will be a great asset to a variety of professionals in schools, as well as to researchers formulating inquiries about effective practices.

In writing about the first edition, I argued that the complexity of facilitating literacy proficiency in ELs with communication disorders calls for approaches involving meaningful collaboration among all professionals working with these students, but that special partnerships among ESOL professionals and SLPs are essential to this work. Even greater attention is being paid to collaboration in educational literature and research, than was the case eight years ago. However, practitioners need concrete collaboration practices. The content of this edition provides even more guidance in this arena.

What I continue to value about this book is that the medium is the message; that is, Drs. Rosa-Lugo, Mihai, and Nutta have continued meaningful collaboration themselves to bring together these professional worlds in order to guide professionals in meeting the complex needs of English learners with communication disorders. In fact, I would argue that they have stepped up their game and once again provide a model of the kind of substantive interdisciplinary work that is sorely needed to solve the complex problems educators face in helping youth prepare for a productive future.

—Barbara J. Ehren, Ed.D., CCC-SLP,  
ASHA Fellow and Honoree,  
Board Certified Specialist in Child Language  
Former Professor and Director of the Doctoral Program  
School of Communication Sciences and Disorders  
University of Central Florida

# Foreword

I am delighted to write a Foreword for the second edition of *Language and Literacy Development: English Learners with Communication Disorders, from Theory to Application*, a timely and important book that fully and clearly explains how to effectively address the language acquisition and literacy development needs of English learners with communication disorders.

We all know that increasing numbers of students in U.S. classrooms are English learners, a trend that presents unique challenges as well as opportunities for English for speakers of other languages (ESOL) teachers, literacy specialists, and speech-language pathologists. How should schools effectively respond to the cultural, linguistic, and literacy needs of English learners, particularly those with communication disorders? The answer to this question is a central aim of this book.

Three unique features set the second edition of this book apart from other books that address English learner education. First, a glance through the pages of this book will show that it is an unusual type of publication. The vision for effectively addressing the needs of English learners with communication disorders is conceived and led by a formidable cross-disciplinary team of professionals representing the fields of speech-language pathology, ESOL education, and literacy development. The basic premise behind this cross-disciplinary approach is that the education of English learners crosses multiple areas of expertise and that teamwork and collaboration are paramount to addressing the needs of these students.

Second, the second edition of *Language and Literacy Development: English Learners with Communication Disorders, from Theory to Application* outlines a carefully studied approach to reaching and teaching English learners with communication disorders. The authors have compiled essential cross-disciplinary insights from research, policy, and best practices that teams of educators within schools need to know to effectively reach and teach English learners with communication disorders. They

carefully outline how teachers can address more precisely the specific needs and varied backgrounds of English learners. This includes knowing English learners in terms of levels of English proficiency, age at initial exposure to learning English, literacy levels in first language, nature of students' first language and its unique features, prior education in or outside the United States, and cultural and experiential background. Knowing students in terms of these characteristics enables teachers to be more intentional about designing, implementing, and evaluating instructional interventions that work for these students.

Finally, when all is said and done, the most important feature of this book is its practicality. It is grounded in credible research about speech-language pathology, language acquisition, literacy development, identification, assessment, and intervention, but it is ultimately an action-oriented guide to help teachers and speech-language pathologists work collaboratively to effectively support English learners with communication disorders. The authors have given us the opportunity to apply essential knowledge as well as strategies known to stimulate growth in the interconnected processes of developing oral proficiency in a second language, learning to read and write in that language, and using that language to learn.

During the past several years, I have had the enormous privilege of working with the authors on three projects involving the education of English learners, and I witnessed first-hand several of the approaches and action-oriented practices discussed in this book. This is a must-read for anyone who wants to improve teaching and learning for English learners with or without communication disorders.

—Kouider Mokhtari, PhD  
Anderson-Vukelja-Wright Endowed Chair  
of Literacy Education  
The University of Texas at Tyler



# Organization of the Text

After publishing our first book, *Language and Literacy Development: An Interdisciplinary Focus on English Learners with Communication Disorders*, which gives a comprehensive overview of the theory and practice of serving English learners (ELs) with communication disorders, readers asked us for a second book that would provide the nuts and bolts of *how* to meet ELs' needs. We were excited to update this book, *Language and Literacy Development: English Learners with Communication Disorders, from Theory to Application*, because although we are university-based faculty, we spend a great deal of time in schools, working side-by-side with school-based professionals to serve real students with real needs, and we wanted to share all the best practices we've seen that have had a positive impact on ELs' education.

In this book, we discuss language and literacy development for ELs with communication disorders and bring you the most useful, current information on best practices—how to conduct assessment, intervention, and progress monitoring for ELs with communication disorders. Continuing the perspective of our previous book, we emphasize the importance of interprofessional collaboration. Particularly, we focus on speech-language pathologist (SLP) and English for speakers of other languages (ESOL) professionals.

After reading this book, you will be informed about the most important theory, policies, and practices for meeting the educational needs of ELs with communication disorders. More importantly, you will be able to apply the knowledge you gained through understanding and analyzing the actual mechanics and practicalities of assessment, intervention, and progress monitoring for ELs with communication disorders from a variety of backgrounds.

Chapter 1 provides the backdrop for the merging of two particular disciplines, speech-language pathology and English

as a second language to address the needs of English learners in general and English learners with communication disorders.

Chapter 2, *The Context of Working with English Learners with Communication Disorders*, provides an overview of ELs in pre-K–12 schools and current demographics of EL students and their families. This chapter defines and analyzes key terms associated with ELs and English learners with communication disorders (ELCDs) and discusses their varying characteristics. The educational contexts generally associated with ELs and ELCD students and the legislative initiatives that have influenced their education in the United States are also presented in relationship to the increasing impact of common standards, school accountability measures, and college and career readiness initiatives. We close Chapter 2 by considering some of the challenges faced by SLPs and ESOL professionals in working with ELs and ELCDs.

Chapter 3, *English Learners—Perspectives from Two Disciplines*, considers the role and responsibilities of SLPs and ESOL professionals in working with ELs and ELCDs. In particular, we provide an overview of the specialized competencies necessary for SLPs and ESOL professionals to work with ELs and ELCD students and examine the commonalities and differences between the two fields in theoretical as well as practical domains. Recommended competencies and preferred practices found in the ASHA Practice Portal and TESOL website are used to guide our discussions on the standards set for each of the professions. Specifically, we acknowledge the challenges they face in determining whether EL student language behavior reflects normal second language development patterns or if there is evidence of a language disorder.

Chapter 4, *First and Second Language Acquisition: Theoretical and Practical Considerations*, provides the readers with basic information on first and second language acquisition. Armed with an understanding and knowledge of the developmental trajectory of language in EL children and adolescents offers the reader the opportunity to engage in purposeful collaboration to distinguish between typically developing EL students and those with a communication disorder.

Chapter 5, *Literacy Development in a Second Language*, offers a definition of literacy and provides the reader with a

general overview of literacy development in English learners. Although L1 and L2 reading share basic elements, they also differ in several important ways. To better understand L2 reading similarities and differences in L2, emphasis is placed on L2 reading, writing, and schema and how these operations contribute to literacy development of ELs and ELs with communication disorders.

Chapter 6, *Assessing Language Proficiency Levels for Identification and Disability Determination*, provides the framework that guides this chapter, the AIM (assessment, intervention, and monitoring) framework. We consider assessment from the perspective of identification practices for ELs in general, to the educational identification of a speech-language impairment and the procedures used to determine the need for special education services, related services and placement for ELs with communication disorders. Specifically, a goal of this chapter is to provide information about procedures and instruments used in the assessment and identification of ELs' different language proficiency levels. In particular, we discuss the importance of assessing language proficiency and how the assessment of language proficiency impacts the identification, placement, and exit of ELs from special programs.

Chapter 7, *Intervention and Monitoring—Approaches and Practical Strategies to Facilitate and Monitor Language and Literacy Development in English Learners*, focuses on the other two components of our AIM (assessment/intervention/monitoring) framework, intervention and monitoring. It offers practices, strategies, and techniques used to facilitate language and literacy instruction for ELs and consider their application with ELCs.

The final chapter, Chapter 8, *Directions for an Effective Collaborative Practice Between SLPs and ESOL Professionals—The Power of Two+*, reiterates an important premise throughout this book, that all professionals—speech-language pathologists, general education teachers, special education and literacy specialists, administrators, and English as a second language (ESL) and bilingual educators—share responsibility for the assessment, intervention, and monitoring (AIM) of ELs and ELCs. We stress the importance of a collaborative “shared decision-making” framework for working with ELs and ELs with communication disorders. We anticipate that after reading this book, your per-

spective will be expanded regarding ELs and ELCDs and how SLP and ESOL professionals can support their success at school with the collaboration of other professionals.

This revised edition includes ancillary resources on a PluralPlus companion website at <https://www.pluralpublishing.com/publication/lld2e>. Specifically, we provide three examples of students with different English proficiency levels based on EL students we have worked with in the public school setting. Subsequently, we include useful references and tools that can be used by the reader to guide their work in promoting language.

# List of Important Terms

- AAE**—African American English
- ACE**—Award for Continuing Education
- AIM**—Assessment, Intervention, Monitoring
- AMAO**—Annual Measurable Achievement Objective
- ASHA**—American Speech-Language-Hearing Association
- ASL**—American Sign Language
- BEA**—Bilingual Education Act
- BICS**—Basic Interpersonal Communication Skills
- BID**—briefing, interaction, and debriefing
- CAA**—Council on Academic Accreditation in Audiology and Speech Language Pathology
- CAEP**—Council for the Accreditation of Educator Preparation
- CAL**—Center for Applied Linguistics
- CALP**—Cognitive Academic Language Proficiency
- CCC**—Certificate of Clinical Competence
- CCSS**—Common Core State Standards
- CEB**—Continuing Education Board
- CF**—Clinical Fellowship
- CFCC**—Council for Clinical Certification
- CIERA**—Center for the Improvement of Early Reading Achievement
- CLD**—Culturally and Linguistically Diverse
- CSD**—Communication Sciences and Disorders

**CST**—Child Study Team

**CUP**—Common Underlying Proficiency

**DA**—Dynamic Assessment

**DHH**—Deaf and Hard of Hearing

**EAL**—English as an Additional Language

**EBP**—Evidence-Based Practice

**EL**—English Learner

**ELs**—English learners

**ELCD**—English learners with communication disorders

**ELD**—English Language Development

**ELL**—English Language Learner

**ELP**—English Language Proficiency

**ENL**—English as a New Language

**ESEA**—Elementary and Secondary Act

**ESL**—English as a Second Language

**ESOL**—English for Speakers of Other Languages

**ESSA**—Every Student Succeeds Act

**FAPE**—Free and Appropriate Public Education

**FES**—Fluent English Speaker

**FLEP**—Formerly Limited English Proficient

**HLS**—Home Language Survey

**IDEA**—Individuals with Disabilities Education Act

**IEP**—Individual Education Plan

**IFSP**—Individual Family Service Plan

**IPP**—Interprofessional Collaborative Practice

**L1**—First language

**L2**—Second Language

- LAD**—Language Acquisition Device
- LEA**—Language Experience Approach
- LEP**—Limited English Proficient
- LES**—Limited English Speaker (or Limited English speaking)
- LI**—Language Impairment
- LEA**—Language Experience Approach
- LRE**—Least Restrictive Environment
- MAE**—Mainstream American English
- MLR**—Mean Length of Response
- MLU**—Mean Length of Utterance
- MTSS**—multitiered system of support
- NCLB**—No Child Left Behind Act
- NELP**—National Early Reading Panel
- NES**—Native English Speaker
- NES**—Non-English Speaker
- NRP**—National Reading Panel
- OELA**—Office of English Language Acquisition
- OMA**—Office of Multicultural Affairs
- RtI**—Response to Intervention
- SIFE**—Students with Inconsistent/Interrupted Formal Education
- SLA**—Second Language Acquisition
- SLI**—Specific Language Impairment
- SLP**—Speech-Language Pathologist
- SUP**—Separate Underlying Proficiency
- TESOL**—Teachers of English to Speakers of Other Languages
- TTR**—Type-Token Ratio

**T-Units**—Terminal Units

**WIDA**—World-Class Instructional Design and Assessment

**ZPD**—Zone of Proximal Development



# Acknowledgments

Much has happened in our respective disciplines since the publication of the first edition of our book, *Language and Literacy Development: An Interdisciplinary Focus on English Learners with Communication Disorders*. English learners (ELs) continue to represent a growing part of the U.S. student body, the most prevalent disability categories continue to be specific learning disability (SLD) and speech or language impairment, and more students with special needs are integrated into general-education classrooms requiring professionals who have both the knowledge and the skills to work collaboratively to improve language and literacy educational outcomes. Thus, this second edition has as its primary mission to provide an update for professionals charged with this responsibility and who are committed to making a difference in their work with bilingual children and their families.

Many people have contributed to this book. We are grateful to all who have guided our work and supported its completion. We are sincerely appreciative to Plural Publishing for their guidance and patience as we worked tirelessly to “get it right.”

We greatly appreciate the collegiality and generosity of Drs. Barbara Ehren and Kouider Mokhtari, who composed complementary Forewords that set a high bar for the scholarship presented. Their expertise in first and second language literacy development is sterling, and we are humbled to have our work summarized and foreshadowed by their eloquent essays.

From the first steps in updating, expanding, and redesigning the first edition to the finishing touches on the galley proofs of the second, we are thankful to all the University of Central Florida (UCF), School of Communication Sciences and Disorders Graduate Assistants (Joanne Medina, Laura Flores, Paula Uribe, Juliana Hirn, Donna Reynolds, and Erika Daly) for their efficient,

meticulous work in proofreading and suggestions. We thank the students in the UCF Master's Program in Communication Sciences and Disorders who asked questions and provided feedback about what they wanted included in the second edition.

Many thanks are owed to our colleagues who talked through ideas and read early drafts with us, giving valuable insights generously and encouragingly. Again, a special thank you to Omar D. Martinez for the book cover design and the parents of the children on the cover for allowing them to be photographed as they worked in classrooms.

The first author is indebted to the University of Central Florida for support of a one-year sabbatical leave to work on this second edition and to the Central Florida school districts who allowed me into classrooms to observe and work with their speech-language pathologists (SLPs), ESOL professionals, and EL students. Specifically, we thank the USDOE, OSEP office for funding the grants awarded to Dr. Rosa-Lugo that prepare SLPs to provide services to English Learners with communication disorders (Project SLP\_ELL), listening and spoken language in children with hearing loss who come from linguistically diverse homes (Project SLP\_LSL), and special educators and SLPs to collaboratively gain the knowledge and competencies to assess and address the language, literacy, and academic needs of diverse students with high intensity needs (Project SPEECH).

A special thank you to the Office of English Language Acquisition (OELA) for funding two National Professional Development federal grants "Micro-credentialing of English Learner Teaching Skills (MELTS)" and "Dual Language Support through Technology Enhanced Programs and Strategies (DL STEPS), awarded to Drs. Nutta and Mihai. These grant projects have been instrumental in developing our assessment, intervention, and monitoring (AIM) model focused on English learners and English learners with communication disorders. We particularly thank the teachers and teacher candidates who participated in the grants and shared their experiences and those of their English learners, most prominently our colleague Leslie Mendez and the graduate certificate candidates in the Dual Language STEPS program.

Equally supportive have been the students in our UCF SLP/ESOL Endorsement program, who brought us their anecdotes, cases, and insights.

These opportunities and grant initiatives continue to allow the three authors to develop and share high impact practices and engage in collaborative scholarly work. Simply put, we continue to work with “real student and their families,” engage in life-long learning, and share this with our respective colleagues and students.

Finally, our families and friends have been silent partners in this long-term endeavor, and we thank them for enduring time without us as we toiled away at researching, writing, and polishing this new edition.

Linda I. Rosa-Lugo  
Florin M. Mihai  
Joyce W. Nutta



# English Learners— The Merging of Two Disciplines

## Introduction

English learners (ELs) is a broad term that is often used to refer to students with limited English proficiency. These students are diverse, vary in native language backgrounds, and face distinct educational experiences, given that states and schools differ in how they identify, teach, and reclassify EL students (Bialik, Scheller, & Walker, 2018; Estrada & Wang, 2018; Garcia & Kleifgen, 2018). Despite the variation, ELs continue to represent the fastest growing segment of the school-age population in the United States. According to the most recent data from the U.S. Department of Education (2018), there were approximately 5 million EL students in U.S. public schools, with an average of 14.0% of total public school enrollment in cities, 9.1% in suburban areas, 6.5% in towns, and 3.6% in rural areas. This figure has more than doubled in the last few decades, and it is predicted that by 2030, 40% of all K–12 students will be considered EL students (McFarland et al., 2018).

Almost 45% of U.S. teachers have at least one student designated as an EL in their classrooms (Hopstock & Stephenson, 2003; Master, Loeb, Whitney, & Wyckoff, 2016). These students represent various backgrounds and experiences. They are either newly arrived immigrants or refugees (learning the language and

getting acquainted with U.S. culture), U.S. born in households where English is not the primary language of communication, or sojourners (people from other countries who are working or studying in the United States for a finite period of time) (Capps, Fix, Murray, Ost, Passel, & Herwanto, 2005; de Jong & Harper, 2005, 2011). Most EL students are not new to the country but were born in the United States. In fact, more than 75% of EL students in Grades K–5 are second- or third-generation Americans. Within the designation of “English learners” in K–12, these students represent over 400 language backgrounds; however, Spanish speakers are the fastest growing EL population in the United States, followed by Asians and Pacific Islanders (McFarland et al., 2018).

In the United States, ELs are educated in a variety of instructional environments in the school setting. These can include (1) all-English instruction with some support related to their limited English proficiency, (2) all-English instruction with no support related to their limited English proficiency, or (3) programs that make some use of their home language. If ELs have special needs, such as a communication disorder, then a number of well-delivered research-based instruction, intervention, and delivery models are considered and implemented to address their communication disorder (e.g., pull-out speech-language therapy in a small group or one-on-one; classroom based; see Chapter 6 for more information on program options) (ASHA, 2010a; Cirrin et al., 2010; Kangas, 2014; Moore & Montgomery, 2018). Despite the array of instructional environments, intervention designs, and delivery methods for ELs, there are critical questions educators should ask themselves. First, is the amount, quality, and design of the support and instruction ELs receive appropriate? Additionally, do the instructional practices and service delivery models that are being used in the public school setting address the L2 educational needs of ELs, and student achievement, specifically for ELs with communication disorders (Brandel & Loeb, 2011; Goldenberg, 2008; Kangas, 2014).

In the absence of careful planning and implementation of effective instructional practices, ELs are at risk of becoming academic underachievers with limited vocational and economic opportunities. The level of academic achievement among ELs, measured as a subgroup, is lower than that of proficient

English-speaking learners. This is not surprising given that they are learning a new language. Language learning is a complex, dynamic process that forms the foundation for academic skills. In fact, students classified as English learners are often deemed to have lower academic abilities and may be placed in lower ability groups than native English-speaking peers (President's Advisory Commission on Educational Excellence for Hispanic Americans, 2003). These students often do not meet state norms for reading in English according to education agency reports from 41 states (Kindler, 2002). Although ELs eventually acquire adequate conversational language and informal writing skills in English, they often lack the academic language that is essential for high levels of achievement in the content areas (Coleman & Goldenberg, 2012; Goldenberg & Coleman, 2010).

Beginning with basic communication skills, ELs face an uphill battle to acquire the sophisticated verbal skills needed for college entry or career success. Moreover, there is a wide range of educational policies and practices that either help or hinder this process. The challenge for school professionals is to determine how best to work together to provide appropriate and effective instruction for students who are ELs (Casteel & Ballantyne, 2010) and specifically ELs with a communication disorder (Rosa-Lugo, Mihai, & Nutta, 2017). The emphasis on shared responsibility for all students demands a foundation of shared knowledge from which school professionals can work (Mann, 2018).

To build this foundation, this book focuses on the knowledge, skills, and competencies of two specific school professionals: speech-language pathologists (SLPs) and English for speakers of other languages (ESOL) professionals who work with ELs in the public school setting. Although we concentrate on the role of these two professionals in the public school setting and how their disciplines interact in working with ELs in language and literacy, we also emphasize the importance of collaboration among all professionals. Possible ways in which they may collaborate to work with school-age children who are developing English proficiency and literacy and who exhibit communication disorders are also explored. The roles and responsibilities of each professional as defined by their respective national organizations (e.g., ASHA [American Speech-Language-Hearing Association])

and TESOL [Teachers of English to Speakers of Other Languages] and the collaboration that is required of the SLP and the ESOL in the identification, assessment, and intervention of ELs are discussed as we consider the use of evidence-based approaches and practical strategies that can be used to facilitate language and literacy in ELs by the SLP and ESOL professionals.

## **Are SLP and ESOL Professionals Prepared to Work with ELs?**

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### ***A Changing Society***

ELs present a specific challenge to school professionals due to the linguistic diversity and proficiency they possess in their first and second languages (Collier, 2000; Klingner et al., 2005; Roseberry-McKibbin, 2000). These students are required to grapple with the dual demands of learning to speak English and achieve academically. Yet they often do not enter school with similar English language skills and academic preparedness as their English-speaking counterparts. ELs lag significantly behind their fluent English-speaking peers in language and literacy and are at risk for underachievement and subsequently dropping out of high school (August, 2003; Callahan, 2013; Haskins & Rouse, 2005). To obtain an understanding of the challenges faced by ELs and the role of each professional (e.g., speech-language pathologist and English as a second language professional) in working with these children and specifically ELs with communication disorders, the following question is posed: *How well are SLPs and ESOL professionals prepared to work with ELs?*

### ***EL-Focused Professional Preparation***

In the absence of qualified ESL or bilingual education teachers, teaching English language skills and academic content to EL students has become the responsibility of *all* school staff. Research has shown that there has been limited availability of school professionals with adequate preparation in effective practices



to work with ELs (Barron & Menken, 2002; Calderón, 2007) and more specifically to work with ELs with communication disorders (Edgar & Rosa-Lugo, 2007; Kimble, 2013; Roninson, 2003; Rosa-Lugo, Mihai, & Nutta, 2017; Rosa-Lugo, Rivera, & McKeown, 1998). Providing quality instruction to ELs requires professionals who are skilled in a variety of curricular and instructional strategies (Valdés, Kibler, & Walqui, 2014). Research on teacher training and preparedness suggests that educators who do not hold bilingual or ESL certification are not well prepared to meet the needs of these children (Ballantyne, Sanderman, & Levy, 2008; Karabenick & Clemens Noda, 2004; Menken & Atunez, 2001; Reeves, 2006; U.S. Department of Education [NCES], 1997, 1999, 2001; Zehler et al., 2003). Consequently, it is essential that school-based SLPs and ESOL engage in professional development as well as self-inquiry that will lead to implementation of culturally responsive instructional practices.

School professionals do not necessarily come from the same cultural and linguistic backgrounds as their students. Because of this, it is essential that professionals make conscious and sustained efforts to learn about their students and to commit to becoming a culturally competent professional. There is growing evidence that professionals are not as well prepared as they should be for the changing demographics reflected in the classrooms across the United States. Despite the abundance of research and availability of professional development focusing on working with ELs, professionals note that they have not received adequate information on addressing the needs of ELs and feel inadequate and ill prepared to meet the needs of these students (Flynn & Hill, 2005; Lewis et al., 1999).

Professional staff development has been one method that has been used to develop culturally competent professionals. Mainstream teachers in urban areas with large numbers of ELs report that they have participated in professional development focusing on the needs of ELs. However, they note that training has not been enough to prepare them to foster English-language acquisition while also teaching the content knowledge and skills these students need to achieve academically (Cosentino de Cohen, Deterding, & Clewell, 2005).

Lynch and Hanson (1998) suggest that effective staff development requires attention to participants' cultural self-awareness,

attitudes/expectations, beliefs, knowledge, and skills as well as a foundation of shared knowledge from which professionals can work together. Twenty states currently require that new teachers have some EL preparation: however, states' requirements vary considerably, with some peripherally mentioning ELs in their standards for preservice teachers and others (Arizona, California, Florida, Pennsylvania, and New York) requiring specific coursework or separate certification to address the educational needs of ELs (Ballantyne, Sanderman, & Levy, 2008; Education Commission of the States, 2014; Samson & Collins, 2012). In a survey of postsecondary institutions offering EL teacher preparation, Menken and Atunez (2001) in conjunction with the American Association of Colleges for Teacher Education (Brisk, Barnhardt, Herrera, & Rochon, 2002) found that less than one-sixth of all postsecondary institutes required EL-oriented content in their preparation of mainstream teachers. Unfortunately, most states continue to lack explicit requirements for teacher preparation relevant to ELs.

At the state and district levels, staff development opportunities for practicing teachers are similarly underrepresented. A 2001 National Center for Education Statistics (NCES) study of staff development reported that EL education was the least likely topic of focus (U.S. Department of Education, 2001). Although 80% of those surveyed had participated in staff development that related to their state or district curriculum, only 26% had staff development relating to ELs. Zehler et al. (2003) found that of teachers who had at least three ELs in their classroom, 62% had reported attending training related to ELs within the past 5 years with the median amount of training being only 4 hours.

Surveys of attitudes and feelings of preparedness indicate that teachers are uneasy with their lack of knowledge in this area. In the 2001 NCES survey, only 27% of teachers felt that they were "very well prepared" to meet the needs of ELs, whereas 12% reported that they were "not at all prepared" (U.S. Department of Education, NCES, 2001). In a separate survey of over 1,200 teachers, 57% indicated that they needed more information to work effectively with ELs (U.S. Department of Education, 1999, p. 10). In research conducted with 279 teachers in a school district with a minimal number of ELs, Reeves (2006) found that 81.7% believed that they did not have adequate training to work

effectively with ELs, and 53% wanted more preparation. Given the steady increase in the EL population, it is safe to assume that a growing number of teachers continue to see the need for—and feel the lack of—professional development (Johannessen, Guzman, Thorsos, & Dickinson, 2016).

Schools in suburban and rural communities have historically enrolled very few students for whom English is a second or new language. Although low numbers of ELs have been characteristic of most schools situated in suburban and rural schools, a recent study of EL students suggests that the biggest increase (in EL students) is occurring in these school systems (Gill, Posamentier, & Hill, 2016). This shift calls for a dramatic need for quality interventions for EL students. Professional staff is likely to be unprepared for the changing realities of having children of limited English proficiency in the classroom. Like the need expressed by teachers in urban areas, teachers in suburban and rural schools report a need for competence in EL methodology, multiculturalism, EL curriculum development, EL assessment, and second language acquisition theory (Berube, 2000, 2002; Field, 2008; Gill, Posamentier, & Hill, 2016).

Smaller-scale attitudinal surveys of teachers have often focused on teacher attitudes toward and knowledge about ELs as a proxy for preparedness, reasoning that if teachers do not have accurate information about the cultural, linguistic, and learning characteristics of ELs, then they are not well prepared to teach them. Teachers of ELs often hold beliefs of this population that have either been disproven or are seriously contested. For example, Reeves (2006) found that 71.1% of teachers surveyed believed that ELs should be able to learn English within 2 years. In a survey of 729 teachers in a school district in which almost one third of students were ELs, Karabenick and Clemens Noda (2004) found that a majority (52%) believed that speaking one's first language at home inhibited English language development. Nearly one third (32%) thought that if students are not able to produce fluent English, they are also unable to comprehend it. The authors also reported that many mainstream teachers do not “distinguish between oral communication proficiencies and cognitive academic language capabilities” (p. 63). Several researchers, including those above (see also Bartolomé, 2002; Lee & Oxelson, 2006; Phuntsog, 2001), have found that culturally

sensitive and comprehensive training of educators leads to a shift in attitudes toward ELs.

The need to prepare SLPs to work with ELs and to demonstrate cultural competence has also been addressed in the literature (ASHA, 1985, 2011b, 2011c, 2017a; Battle, 2002; Kayser, 1996, 2008). Several researchers have examined the preparedness of SLPs to work with ELs (Artiles & Klingner, 2006; Campbell, Brennan, & Steckol, 1992; McConnell-Stephen, Weiler, Sandman, & Dell'aira, 1994; Nixon, McCardle, & Leos, 2007; Rosa-Lugo & Fradd, 2000; Roseberry-McKibbin, Brice, & O'Hanlon, 2005; Roseberry-McKibbin & Eicholtz, 1994). Studies note that a significant percentage of SLPs are not proficient enough in a language other than English to provide services to ELs, do not feel competent or confident in conducting nonbiased assessment or using alternate assessments, and do not feel prepared to provide evidence-based culturally and linguistically appropriate treatment (Caesar & Kohler, 2007; Chabon & Lee-Wilkerson, 2007; Guiberson & Atkins, 2012; Kohnert et al., 2003; Kritikos, 2003; Roseberry-McKibbin, 2018). On the other hand, ESOL professionals are adequately prepared to work with ELs but often do not have the preservice or in-service preparation to work with ELs with communication disorders (Turkan & Schramm-Possinger, 2014).

To summarize, there is a pressing need for further professional preparation for teachers and SLPs at all stages in their careers. In studying the preparedness of educators and SLPs to work with ELs, several recommendations have been offered. Preservice and/or in-service initiatives such as inclusion of coursework and clinical practice with individuals from diverse backgrounds is one such recommendation, as is an increased emphasis on research on communication disorders in diverse populations (Coleman, 2000; Horton-Ikard, Munoz, Thomas-Tate, & KellerBell, 2009; Stockman, Boulton, & Robinson, 2004). Other researchers have recommended modifications of traditional assessment practices and the use of culturally appropriate intervention strategies and evidence-based practices in working with ELs (Farrugia-Bernard, 2018; Roseberry-McKibbin, 2013, 2018).

A recommendation most offered for SLP and other key professionals is that they should develop “cultural competence” or become “culturally competent” to work with ELs (Anderson,

1992; ASHA, 1985; Campbell, Brenna, & Steckol, 1992; Crowley, Guest & Sudler, 2015). To better understand this recommendation and the competencies and skills set needed by SLPs and ESOL professionals to work with ELs, it is important to understand what is meant by “cultural competence.”

## ***Development of Culturally Competent Professionals***

### ***What Is a Culturally Competent Professional?***

Cultural competence, as defined by Lynch and Hanson (1998), is described “as having respect for difference, eagerness to learn, and a willingness to accept that there are many ways of viewing the world” (p. 356). ASHA (2019a) describes cultural competence as “understanding and appropriately responding to the unique combination of cultural variables” that can occur in all professional/client interactions across identification, assessment, and intervention. ASHA (2019a) specifically points out that culture and cultural diversity incorporate a variety of factors, such as “age, disability, ethnicity, gender identity (encompasses gender expression), national origin (encompasses related aspects e.g., ancestry, culture, language, dialect, citizenship, and immigration status), race, religion, sex, sexual orientation, and veteran status. Linguistic diversity can also accompany cultural diversity.”

Although the term “cultural competence” has been used interchangeably with other terms (i.e., cultural humility, sensitivity, and/or cross-cultural competence), they all refer to ways of thinking and behaving that enable members of one cultural, ethnic, or linguistic group to work effectively with members of another. Cross, Bazron, Dennis, and Isaacs (1989) describe a path toward cultural competence that illustrates that cultural competence is a process with varied rules and facts to be learned. They describe several stages within the continuum of cultural competence, such as cultural destructiveness, cultural incapacity, cultural blindness, cultural precompetence, cultural competency, and cultural proficiency. In general, cultural competence includes (1) an awareness of one’s own cultural limitations; (2) openness, appreciation, and respect for cultural differences; (3) a view of intercultural interactions as learning opportunities; (4) the ability