



# **Relations between English Language Proficiency, Self-regulation, and Achievement:**

*A Focus on English Language Learners*

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## English Language Learners (ELLs)

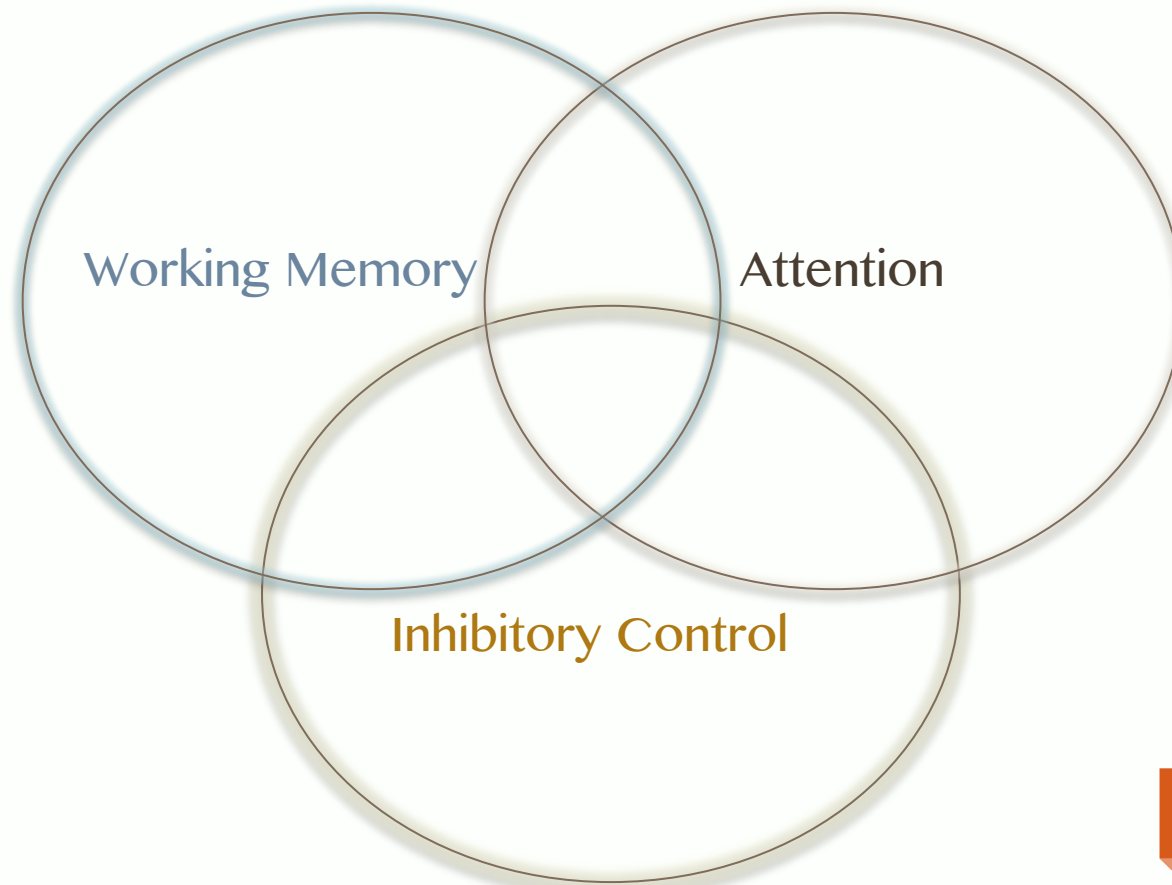
- English Language Learners (ELLs) make up about 10% of the K-12 student population in Oregon (Migration Policy Institute, 2015)
- ELLs make up about 19% of kindergarten students in Oregon
- ELLs lag behind on achievement measures in English when compared to non-ELLs and have additional challenges when transitioning to school (Espinosa, 2007; Fitzgerald, 1993)
- ELLs are more likely to experience risk factors for lower achievement such as living in poverty and lower parent education (Gandara & Contreras, 2009; Pew Hispanic Center 2011)

## Self-regulation, English Language Proficiency & Achievement

- English language proficiency and self-regulation have separately shown to predict achievement (Espinosa, 2013; Lengua, 2002; McClelland, Acock, & Morrison, 2006)
- Self-regulation is an important component for bilingualism (Bialystok, 2011; Poarch & van Hell, 2012)
- We know very little about the relations between English Language Proficiency, self-regulation and achievement in kindergarten

## Definition of: *Self-Regulation*

Self-regulation is defined as the integration of **working memory**, **attention** and **inhibitory control**.



# English Language Proficiency

- Having the English language skills needed to:
  - Access instruction in the classroom
  - Meet the language demands of the academic context
- Children's English language proficiency can range from beginning to advanced
- No uniform definition of English language proficiency

## Research Questions

1. How are ELLs performing on Kindergarten Assessments when compared to with Oregon Kindergarten who are not identified as ELLs?
2. What is the relationship between the English language proficiency Assessment and the Kindergarten Assessments for ELLs?
3. What is the relation between self-regulation skills, English language proficiency and achievement for ELLs?

## Sample: 2013-2014

N=43, 072	ELLs	Non-ELLs
Students	8,077 (19%)	34,995
Gender	50% male	52% male
Economically Disadvantaged	83%	47%
Ethnicity	78% Latino 9% white 9% Asian/Pacific Islander 2% African American 2% Native American Less than 1% Multi-ethnic	75% White 12% Latino 7% Multi-ethnic 3% African American 3% Asian/Pacific Islander 1% Native American
Language	74% Spanish 4% Russian 2% Vietnamese 20% other languages	93% English 2% Spanish 5% other languages
Special Education	10.35%	9.86%

## Measures

### **Academic Achievement:** Emergent Literacy and Math:

- easyCBM letter names & letter sounds (0-100)
- easyCBM mathematics (0-16)

### **Self-Regulation**

- Child Behavior Rating Scale (CBRS) (1-5)

### **English Language Proficiency**

- English Language Proficiency Assessment (ELPA)



# Procedure

## 2013-2014 Kindergarten Assessments

- Kindergarten assessments were administered during the first three weeks of kindergarten
  - Math-administered in either Spanish or English (Bilingual version)
  - English Literacy-administered in English
  - Spanish Literacy-administered in Spanish, but voluntary
  - Self-regulation-Teachers rate children's self-regulation in the classroom

## English Language Proficiency

- Home language survey
- English language assessment to determine EL status
- ELPA administered mid school year

# Results

## 1. How are ELLs performing on Kindergarten Assessments when compared to with Oregon Kindergarten who are not identified as ELLs?

### Economically disadvantaged ELLs and non-ELLs

KA Measures	Economically disadvantaged ELLs (n=6,278) Mean (SD)	Economically disadvantaged non-ELLs (n=16,398) Mean (SD)
Math (Bilingual Version)	6.16 (2.88)	7.52(3.05) <sup>***</sup>
Letter Sounds (English)	1.52 (4.04)	4.87(7.89) <sup>***</sup>
Letter Names (English)	6.36 (10.54)	16.08 (15.18) <sup>***</sup>
Self-regulation (Teacher rated)	3.35 (.93) <sup>*</sup>	3.32 (.96)

\* $p < .05$ . \*\*\* $p < .001$

# Results

- Question 1 continued

## Non low-income ELLs and non-ELLs

KA Measures	ELLs (n=1,349) Mean (SD)	Non-ELLs (n=18,597) Mean (SD)
Math (Bilingual version)	6.68 (3.13)	8.94(3.24)***
Letter Sounds (English)	2.87 (6.39)	10.25(11.20)***
Letter Names (English)	11.63 (14.30)	25.03 (16.81)***
Self-regulation (Teacher rated)	3.34 (.99)	3.64 (.94)*

\* $p < .05$ . \*\*\* $p < .001$

# Results

## 2. What is the relationship between the ELPA and the Kindergarten Assessments for ELLs in Oregon?

	ELPA	Self-regulation	Math	Letter sounds
ELPA				
Self-regulation	.26***			
Math	.38***	.24***		
Letter Sounds	.35***	.15***	.31***	
Letter Names	.44***	.20***	.35***	.62***

\*\*\* $p < .001$

# Results

## 3. What is the relation between self-regulation skills, English language proficiency and achievement for ELLs?

	Math	Letter Sounds	Letter Names	English Language Proficiency
Self-Regulation	.30***	.24***	.29***	.25***

\*\*\* $p < .001$

## Conclusion

- ELLs in the state of Oregon still lag behind their non ELL peers in achievement after accounting for income
- Self-regulation and English language proficiency are both related to academics
- Supporting self-regulation may serve as additional strategy to support achievement and English Language proficiency
- Continue to improve measurement for ELLs
  - Language of assessment
  - Procedures for assessment administration
  - Procedures for data collection

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