

# Kiyanna Caggiano

## Research Mentor: Warren Oliver

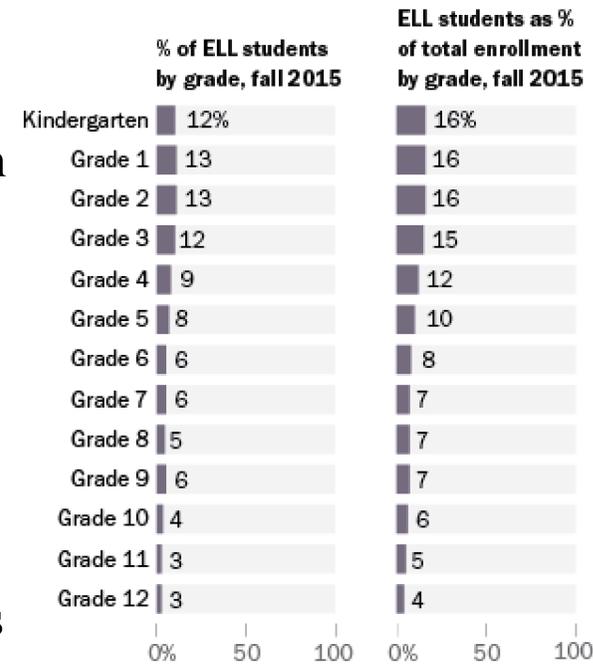
### Background

As a member of the global scholar’s program, we examine and engage in social impact and justice. Global scholars require students to engage in a summer experience interning with a social impact company or self-directed research project focused on a social issue. I participated in FSU’s Center for Intensive English TEFL program during my summer project. The TEFL program allows participants to become certified in teaching English to secondary speakers. During this experience, I taught two South Korean students learning English and a professor from Argentina. Their success led me to explore the success of ESL/EL students in the United States. Through observation, interviewing, and secondary research I examined the success of ESL students in America. In this case, success would be the student’s retention rates and ability to graduate high school. The research showed that ESL/EL students have much lower success rates than non-ESL students compared to international ESL students.

### Methods

The goal of my research was to analyze the success of ESL students in the United States and the factors that contribute to this. To do this I used observation, Interviewing, and Literature Review. I taught ESL elementary students in South Korea and as a professor in Argentina. We met weekly where I learned and recorded how their countries taught ESL students and the success they had doing so. Additionally, I used secondary research to analyze how the United States teaches ESL students and their success in doing so. In this case, success is analyzed through retention rates throughout grades K-12 and graduation from high school.

Most English language learners in the U.S. are in younger K-12 grades



This graph displays the makeup of student English learners. Education in the K-5 grades is fundamental in ensuring the success of these students

### Findings

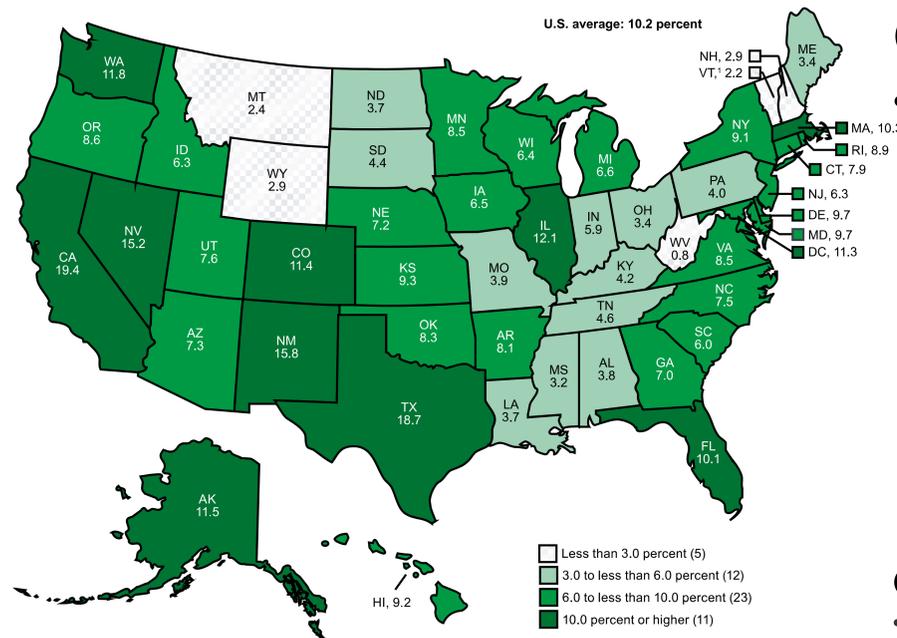
- ESL/EL students in America graduate at an average rate of 63% in America compared to 84% for native speakers.
- 1% of teachers in America have the current qualifications to teach ESL/EL students
- 46% of ESL students over the age of 25 do not have a high school diploma vs 10% of English proficient counterparts
- 121 school districts do not have an ELL program
- 32 states report in 2021 not having enough ELL students
- 49% of TEFL students receive their license to teach English and travel internationally
- 21% of TEFL students receive their license and teach English remotely
- Limited English Proficient (LEP) students are the fastest-growing demographic of students in America
- The number of ESL students has tripled over the past decade

### Conclusions

- Findings show that the current United States English Learners are extremely disadvantaged compared to their native-speaking counterparts. While the statistics show that they have lower success rates due to financial, cultural, and social challenges their success is on the uprise in states where the funding and teaching is appropriate. My motivation for receiving my TEFL certification was to travel abroad, like most others. After my experience and completing this research the dire need for TEFL and ESL teachers in the U.S are dire.

### Citations

- U.S. Census Bureau. 2010. 2013 American Community Survey. Accessed from Steven Ruggles, J. Trent Alexander, Katie Genadek, Ronald Goeken, Matthew B. Schroeder, and Matthew Sobek. Integrated Public Use Microdata Series: Version 5.0 [Machine-readable database]. Minneapolis: University of Minnesota
- Migration Policy Institute. 2015. The limited English Proficient Population in the United States in 2013. Zong, J., Batalova, J.
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The lighter shade of green represents states that 6-10% of students are ESL. With the darker green states representing 10% and more of students being ESL