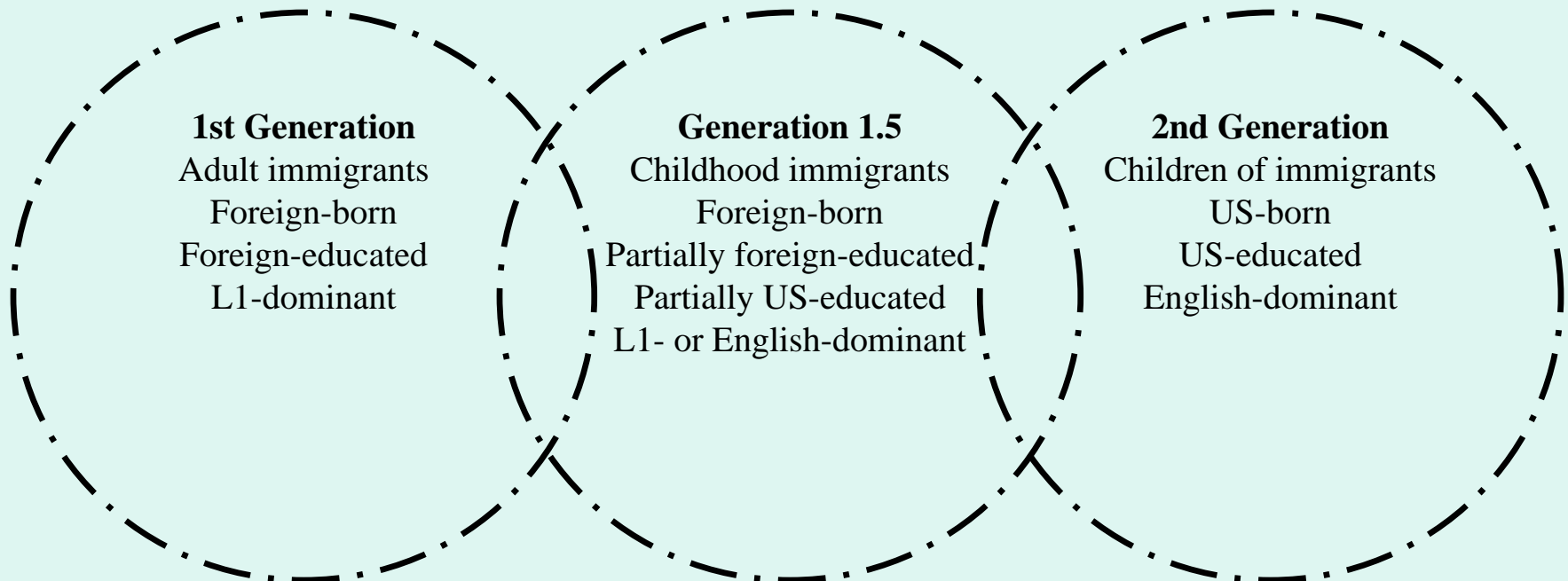


# Who are Generation 1.5 Students?

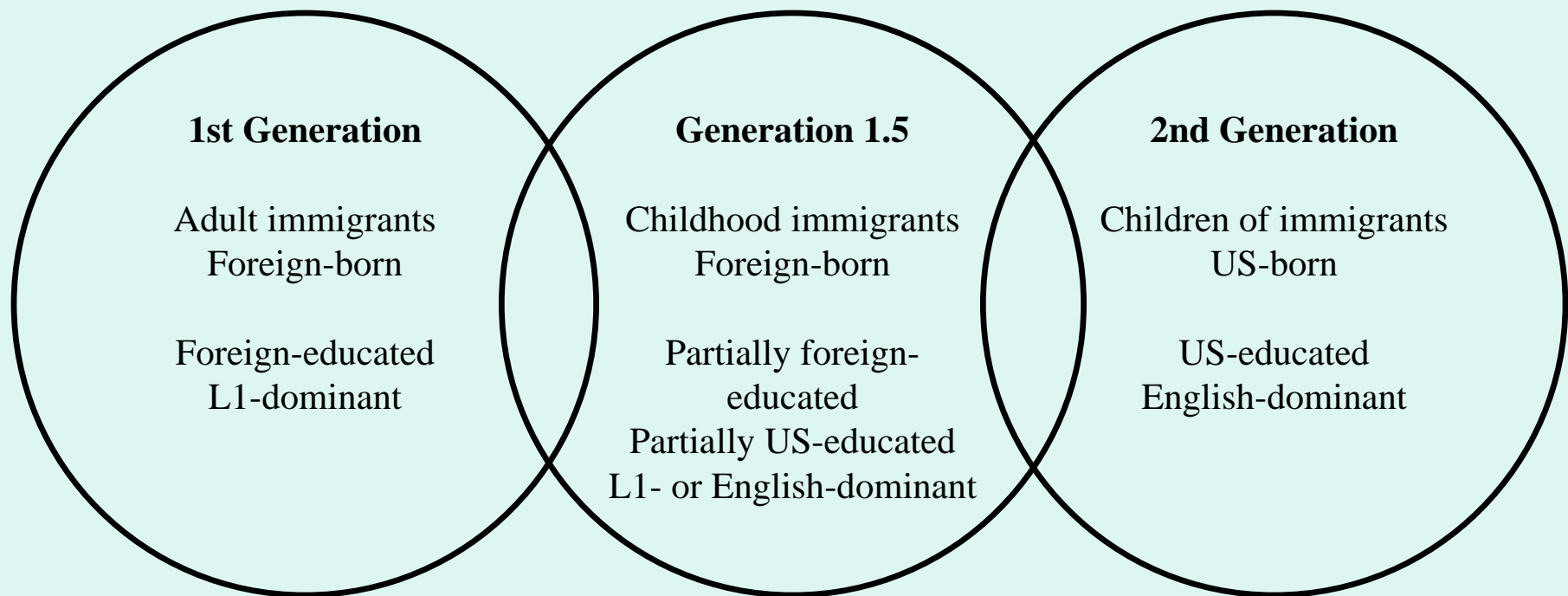
**Mark Roberge**

**Assistant Professor of English  
San Francisco State University  
([roberge@sfsu.edu](mailto:roberge@sfsu.edu))**



## PART 1: DEFINING THE GENERATION 1.5 POPULATION

Figure 1: Three immigrant groups



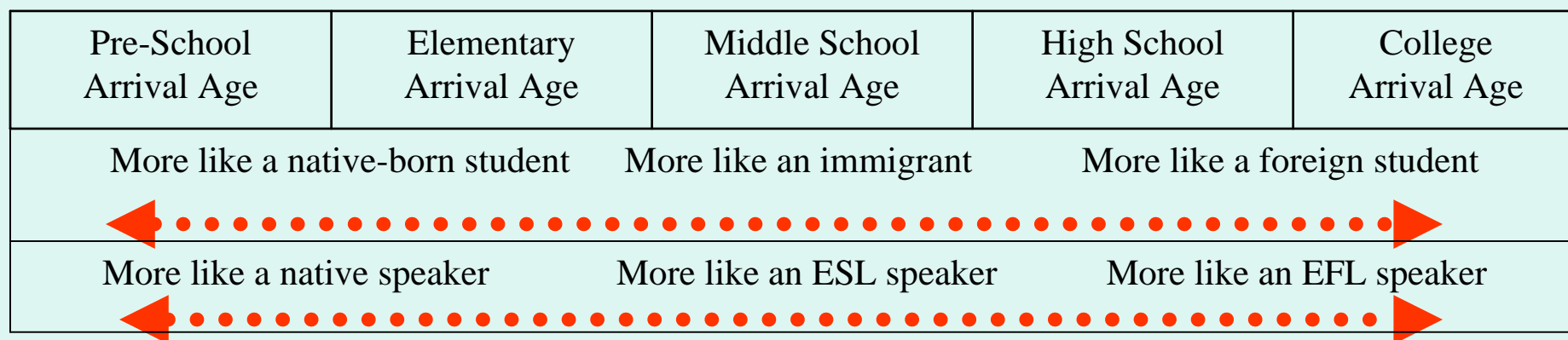
## PART 1: DEFINING THE GENERATION 1.5 POPULATION

Figure 2: Rigid definitions of generation 1.5

Preschool	Elementary School	Middle School	High School	College
	Generation 1.5 Children	Young Adult Arrivals	Adult Arrivals	

## PART 1: DEFINING THE GENERATION 1.5 POPULATION

Figure 3: More flexible definitions: an arrival age continuum



## PART 1: DEFINING THE GENERATION 1.5 POPULATION

### Figure 4: Groups similar to generation 1.5

- **“In-migrants”** from U.S. territories, e.g. Puerto Rico
- **“Parachute kids”** who come alone to the U.S. to live with extended family members and attend K-12 schools
- **“Native-born non-native speakers”** --U.S. born students from linguistics enclave communities
- **“Transnationals”** who have experienced complex patterns of back and forth migration
- **Speakers of “Other Englishes”**
- Immigrant students from English-medium schools abroad

## PART 2: THE POLITICS, DEMOGRAPHICS AND ECONOMICS OF POST-1965 IMMIGRATION

### The 1965 repeal of the 1924 *National Origins Act*

1. Family unification replaces national origin as favored criteria; quotas increase
2. Changes in national, ethnic, linguistic, and economic backgrounds of immigrant population
3. Increased socio-economic variation, particularly re: education
4. Increased number of children--currently 1/3 of all new immigrants are under 18 years old

Figure 5: Changes in the immigrant population

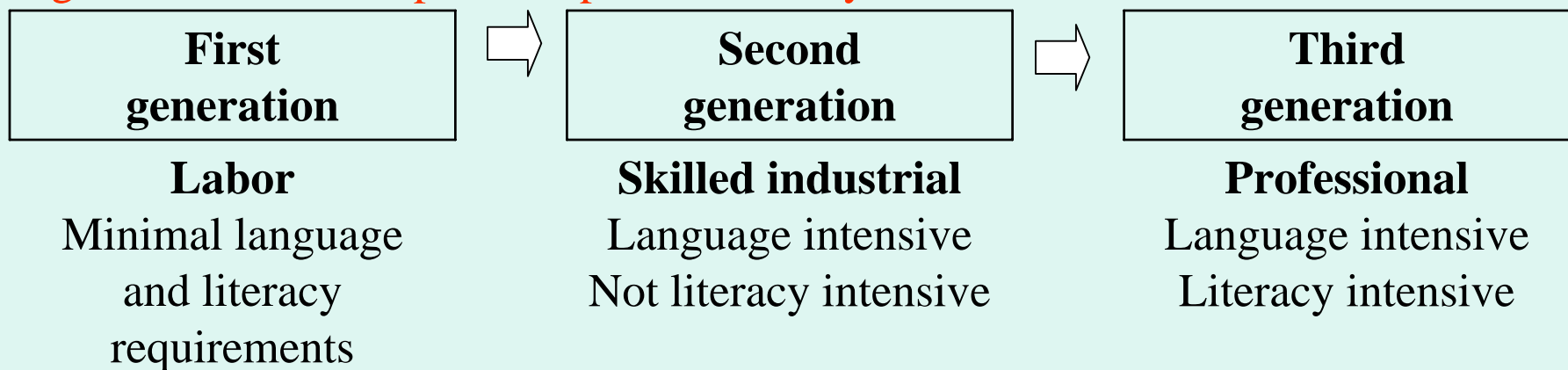
European	→	Central and South America, Asia
Less visible ethnicity	→	Visible ethnicity, vulnerability to discrimination
Indo-European languages	→	Mix of languages
Enclaves in North East	→	Enclaves in South and West

## PART 2: THE POLITICS, DEMOGRAPHICS AND ECONOMICS OF POST-1965 IMMIGRATION

### Changing economic conditions faced by immigrant families

1. U.S. labor market: high-paying industrial jobs disappear, cutting of traditional route of upward mobility
2. Children now forced to take college-bound path, regardless of academic interest or language proficiency
3. Without higher education, threat of “downward assimilation”

Figure 6: Traditional path of upward mobility



## PART 3: ARRIVAL, ADAPTATION, ACCULTURATION, AND IDENTITY FORMATION

### Long-term adjustment processes

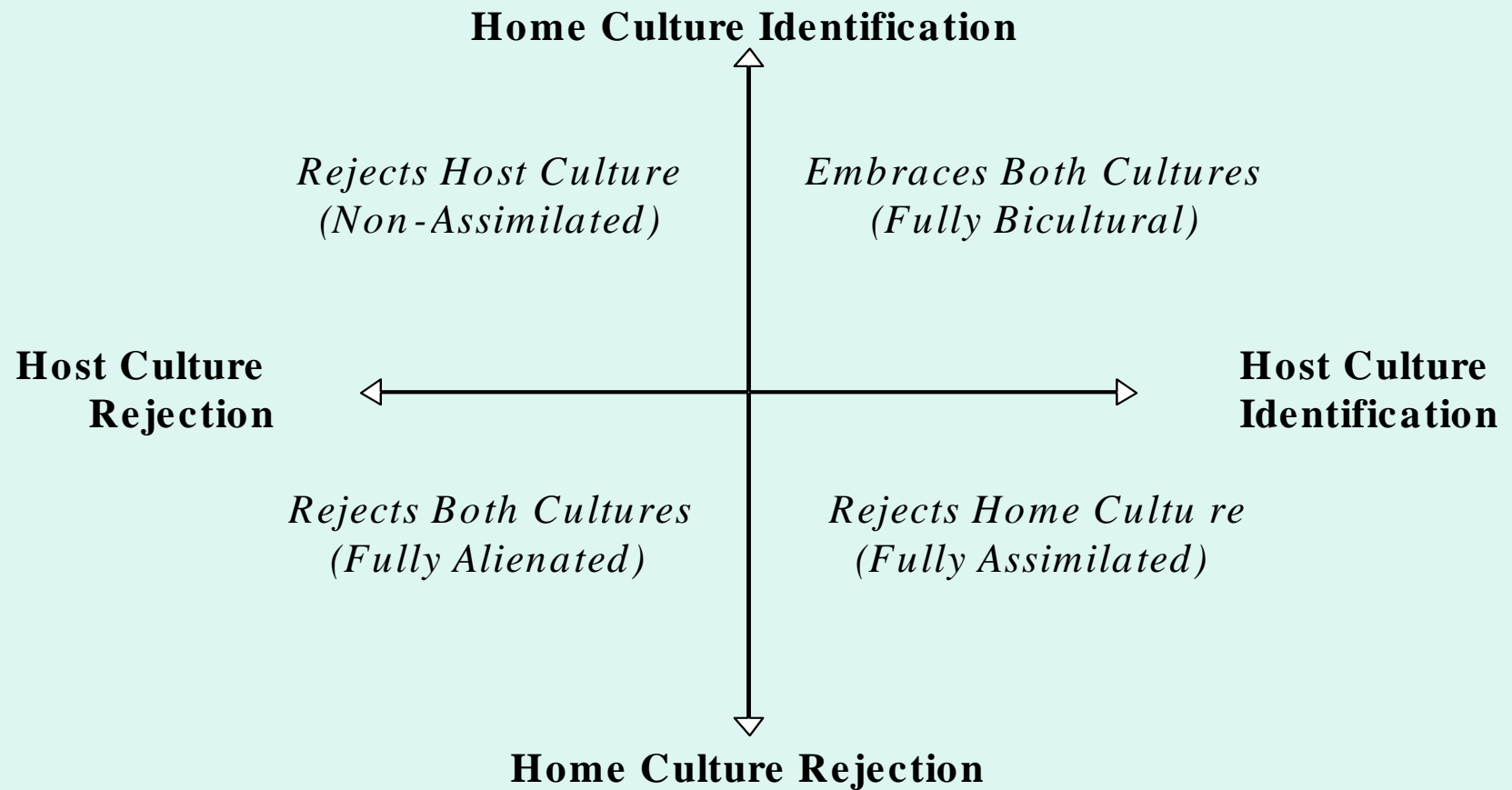
1. More complex process than just “culture shock;” long-term, reoccurring psychosocial difficulties
2. More complex process than linear assimilation

Figure 7: Traditional acculturation scale

← Mexican-Oriented	Intermediate	Anglo-Oriented →		
-2	-1	0	+1	+2

## PART 3: ARRIVAL, ADAPTATION, ACCULTURATION, AND IDENTITY FORMATION

Figure 8: Bicultural acculturation scale



## **PART 3: ARRIVAL, ADAPTATION, ACCULTURATION, AND IDENTITY FORMATION**

### **Complex identity politics and identity options**

1. Imposed identities, pan-national ethnic labels and stereotypes, e.g. Asian American “model minority”
2. Transcultural/cross-cultural identification, trans-ethnic urban youth culture
3. Identification with alienated U.S.-born minority groups

**Figure 9: Ogbu’s typology of minority students**

<b>“Voluntary Minorities”</b>	<b>“Involuntary Minorities”</b>
Came to U.S. by choice	Came against their will or were colonized
Optimistic buy-in to “American Dream”	Experiences of oppression
Academic success-orientation	Resistance to school culture

## **PART 3: ARRIVAL, ADAPTATION, ACCULTURATION, AND IDENTITY FORMATION**

### **Results of acculturation and identity formation processes**

1. Highly varied outcomes
2. Within immigrant families: multi-speed multi-directional racial/ethnic/national identity formation

## **PART 4: LANGUAGE ACQUISITION AND LANGUAGE PRACTICES**

### **Generation 1.5 immigrants' informal language acquisition processes**

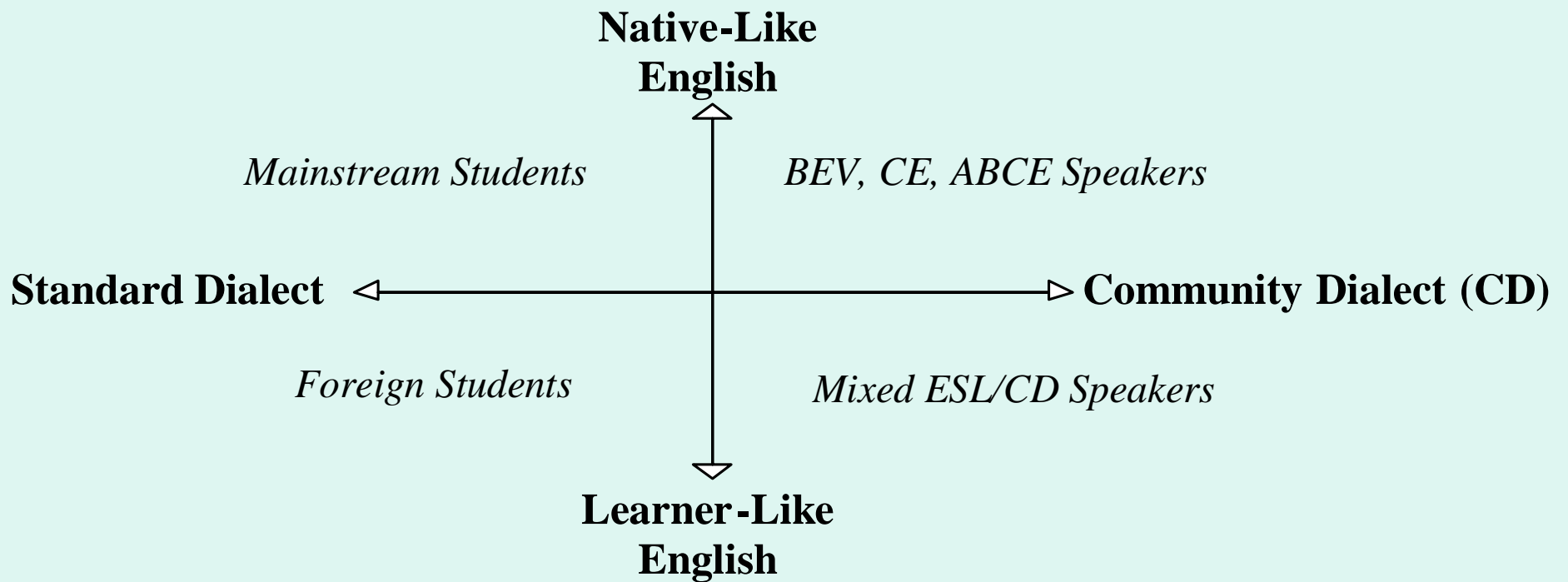
1. **“Aural” learners:** non-salient grammatical structures are missing from linguistic repertoire
2. **“Oral” learners:** well-developed communicative strategies compensate for morpho-syntactic problems

### **Membership in communities where interlocutors are ESL or “community dialect” (CD) speakers**

1. Influence from multiple ethnic/regional dialects; dialect features that look like ESL features
2. Premature “fossilization”: non-learners who exhibit learner-like features

## PART 4: LANGUAGE ACQUISITION AND LANGUAGE PRACTICES

Figure 10: Two linguistic continua



## PART 4: LANGUAGE ACQUISITION AND LANGUAGE PRACTICES

### Generation 1.5 immigrants' school-based acquisition processes

1. Inconsistent instruction: merry-go-round of placements, pedagogies, teaching practices
2. Misdiagnosed learners: premature mainstreaming, ESL tracking, remediation, repeated redesignation
3. Low level of linguistic input and output remedial/low-track classes

Figure 11: Linguistic input and output in two environments

Honors English	Remedial/Low-track English
More student talk	Less student talk
Complex verbal interaction	IRE, imperatives, silence
More group work	More whole class work and individual work
Active behaviors rewarded	Passive behaviors rewarded
Complex reading and writing tasks	Mechanical reading and writing tasks
Reading-writing-listening-speaking connections	Isolated activities

## **PART 4: LANGUAGE ACQUISITION AND LANGUAGE PRACTICES**

### **Generation 1.5 immigrants' bilingual outcomes**

1. May become English dominant but w/o complete communicative range in English
2. May become English dominant but not personally identify w/English
3. May experience a halt in L1 growth or even L1 attrition; may lack ability to communicate with family
4. May become “dual non-native” speakers

## **PART 5: LITERACY ACQUISITION AND LITERACY PRACTICES**

### **Generation 1.5 immigrants' academic literacy vs. conversational English**

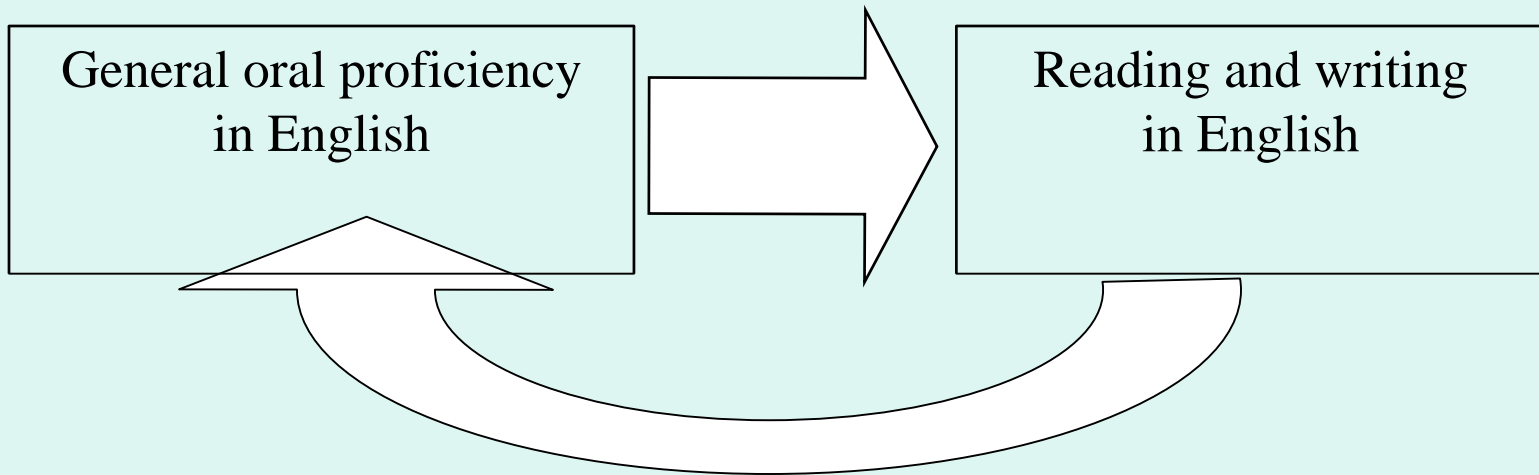
1. Stronger BICS, weaker CALP
2. Inexperienced readers and writers (so-called “Basic Writers”)
3. Oral composers, oral editors

### **Generation 1.5 immigrants' difficulties as second language readers and writers**

1. Typical L2 reading and writing difficulties
2. Special generation 1.5 difficulties: Acquisition of L2 literacy w/o L1 literacy

## PART 5: LITERACY ACQUISITION AND LITERACY PRACTICES

Figure 12: Connections between oral proficiency and reading proficiency



## PART 5: LITERACY ACQUISITION AND LITERACY PRACTICES

Figure 13: Connections between oral, reading, and writing proficiency in L1 and L2

		Development in this skill area:					
		Chinese oral	Chinese reading	Chinese writing	English oral	English reading	English writing
Facilitates development in this skill area:	Chinese oral		<b>X</b>	<b>X</b>	<b>X</b>		
	Chinese reading	<b>X</b>		<b>X</b>		<b>X</b>	<b>X</b>
	Chinese writing	<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>
	English oral	<b>X</b>				<b>X</b>	<b>X</b>
	English reading		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
	English writing		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

## PART 5: LITERACY ACQUISITION AND LITERACY PRACTICES

Figure 13: Connections between oral, reading, and writing proficiency in L1 and L2

		Development in this skill area:					
		Chinese oral	Chinese reading	Chinese writing	English oral	English reading	English writing
Facilitates development in this skill area:	Chinese oral		X	X	X		
	Chinese reading	X		X		X	X
	Chinese writing	X	X			X	X
	English oral	X				X	X
	English reading		X	X	X		X
	English writing		X	X	X	X	

## **PART 6: K-to-COLLEGE SCHOOLING EXPERIENCES**

### **Generation 1.5 immigrants' K-12 schooling experiences**

1. Troubled urban schools, lack of appropriate services
2. Little parental participation; extensive parental pressure
3. Complex educational histories: interruptions, inconsistencies throughout long-term learning trajectory
4. ESL tracking, low-track/remedial placement, de facto low-track classes, undemanding curricula

## PART 6: K-to-COLLEGE SCHOOLING EXPERIENCES

Figure 14: Advantages of arriving early and advantages of arriving late

<b>Potential advantages of immigrating early</b>
cognitively less demanding tasks upon arrival ←
smaller “gap” to catch up with US students ←
more frequent exposure to English in natural settings ←
possibly more willingness to take risks ←
arrival before “critical period” ←
more years in the US before college ←
more years of exposure to English ←
greater familiarity with US educational practices ←
more time to acculturate ←
fewer life responsibilities that distract from school ←

## PART 6: K-to-COLLEGE SCHOOLING EXPERIENCES

Figure 14: Advantages of arriving early and advantages of arriving late

<b>Potential advantages of immigrating late</b>
→ generally stronger academic preparation
→ sophisticated L1 proficiency; more transfer of skills
→ higher level of literacy in L1; more transfer of skills
→ more knowledge about the world; more schema
→ more experience with cognitively demanding tasks
→ possibly more English instruction before arrival
→ more self-awareness
→ more life experiences to draw upon
→ stronger sense of home-culture identity
→ more complete identity development before arrival
→ more instrumental motivation, i.e. career

## **PART 6: K-to-COLLEGE SCHOOLING EXPERIENCES**

### **Generation 1.5 immigrants' postsecondary experiences**

1. Community college transfer path; longer more complicated routes to college
2. “Non-traditional” college students with extensive work responsibilities
3. Identity change in college English: Gen 1.5ers now compared with monolingual basic writers and F-1 students
4. More varied majors than recent immigrants; more complex language and literacy demands
5. Pressure from remediation mandates