To the Graduate Council:

I am submitting herewith a dissertation written by Rachel M. Patten entitled "A Qualitative Study of Classroom Teacher Practices with English as a Second Language Students." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

D. Thomas Turner, Major Professor

We have read this dissertation and recommend its acceptance:

Dr. William Brozo

Dr. Charles Hargis

Dr. Suzanne Wright

Acceptance for the Council:

Vice Provost and Dean of
Graduate Studies

A QUALITATIVE STUDY OF CLASSROOM TEACHER PRACTICES WITH ENGLISH AS A SECOND LANGUAGE STUDENTS

A Dissertation Presented for
Doctor of Philosophy Degree

The University of Tennessee, Knoxville

Rachel Patten
December 2003

Thesis
2003b
.P4

Copyright © 2003 by Rachel Marie Patten
All rights reserved

Dedication

This dissertation is dedicated to my father, Gorden Patten, for his encouragement, confidence in me and for his example in commitment to learning and study. His academic training of his little girls began early with memory verses and deep theological discussions around the dinner table. His dedication to study of the word continues to this day and is an example for all his children of what a poor backwoods preacher can do for his family, the town where he presently preaches and for the country he served for 35 years, Korea.

Acknowledgement

This researcher extends great appreciation to the members of her doctoral committee: Dr. Bill Brozo, Dr. Charles Hargis and Dr. Suzanne Wright. Their guidance and willingness to serve contributed greatly to the completion of this dissertation project.

A special thanks to Dr. Thomas Turner for keeping me on track and focused on finishing. Thank you for your instruction, your guidance and your encouragement.

Special appreciation is also given to the principals and especially the teachers who participated in this project. This researcher learned so much from you. She admires your teaching skills and dedication to the children placed in your care.

Without the special skills of the transcriptionist, this project would have been impossible. Thank you Cindy for all you hard work. And thank you Jenny and before you Jennifer for technical assistance and encouragement.

Thank you to my colleagues at Johnson Bible College, Alice, Vivian, Chris, Mary Lou and Don, who encouraged me and spurred me on. Alice your guidance and your example kept me going.

Thank you to my family, Sharon and Gorden Patten, my parents, and Naomi Ball and Debby Patten, my sisters, for tears, cheers, and encouragement. And to Caleb Ball—you are next. Fly higher and go farther.

Abstract

While there are multiple studies relating to the ESL specialist, the area of classroom teachers' practices in teaching ESL students is largely unexplored. It was the intention of this research to examine the adaptations, and accommodations made by classroom teachers when they have an ESL student in their classroom. The intent of the researcher was to uncover, through interview and observation, what actually occurs in these mainstream classes to facilitate learning for ESL students. The analysis of the interviews revealed rich information about the classroom teacher's uses of those methods, which are effective with first language students, with the ESL students in her classroom.

The conclusions of the study were that primary teachers in Knox County are using a variety of successful strategies with the ESL students in their classrooms; that primary classrooms are well suited for teaching ESL students because of the language focus of the curriculum; that the classroom teacher is a vital part of the language instruction team; and that classroom teachers need encouragement and assistance when teaching ESL students in their classrooms.

The study concluded with recommendations for future study. The researcher recommended continuation of qualitative studies using interviews and observations in a variety of settings. In addition several recommendations were made for quantitative research concerning acculturation, parental support, attitudes toward learning a second language, learning leaps, curriculum design and testing.

Table of Contents

	Page
Chapter 1: An Introduction to Teacher Practices with ESL Students in the Classroom	1
Increases in ESL Students Across America	1
Statement of the Problem	4
Purpose of the Study	5
Research Question	6
Limitations	6
Delimitations	8
Assumptions	8
Definition of Terms	9
Organization of the Study	11
Summary	12
Chapter 2: The Theoretical Perspective: The Historical Development of ESL Methods and Supporting Research	13
Introduction	13
Traditional ESL Methods	13
Current ESL Methods	15
Literature about Successful Classroom Strategies	19
Literacy in ESL Settings and the Home Culture	28
Strategies Used in the Regular Classroom with ESL Students	33
Value and Limitations of the Interview	35
Summary	37
Chapter 3: Organization of the Study & Methodology	39
Introduction to Methods and Procedures	39
Preliminary Studies	39
Results of the Preliminary Study	43
The Participants	44
Considerations	49
The Interview Guide	50
Summary	51
Chapter 4: Findings	52
Part 1: Overview	52
Introduction	52
Student Language Representation	54
Learning Levels of the ESL Students	55
Summary of Part 1	56
Part 2: A Day in the Life of a Classroom Teacher with ESL Students	58
Introduction	58
Opening Exercises	59

Reading 61
Math 62
Recess 63
Language Arts 64
Science and Social Studies 68
Summary of Part 2 69
Part 3: General Information from the Teachers 69
Introduction 69
Teacher Frustrations 71
Rewards for Teachers 72
Acceptance by Peers 73
Cultural Aspects 75
Communication with Families 78
Summary of Part 3 79
Part 4: Teacher Reported Student Strategies for Learning 80
Introduction 80
Student Strategies for Class Work 81
Student Strategies for Communicating 82
Other Ways of Learning 84
Part 5: Teacher Strategies for Learning 86
Introduction 86
Introductory Activities used by Teachers 88
Strategies for Language Arts 92
Strategies for the Content Areas 97
Strategies for Inclusion 99
Chapter Summary 102

Chapter 5: Summary, Conclusions, Implications and Recommendations 104
Synopsis 104
Conclusions 105
Recommendations and Implications 110
Summary 115

Bibliography 116

Appendices 127
Appendix A: Codes and Categories 128
Appendix B: Statistical Charts from NCLEA 146
Appendix C: Preliminary Study 149
Appendix D: Teacher Samples 157
Appendix E: Permission Forms 163

Vita 170

Tables

Table 1.1—The number of ESL students in Knox County schools for these selected years 2

Table 3.1—Knox County schools showing growth or sustained numbers of ESL students 45

Table 4.1—General information from teachers 70

Table 4.2—Teacher reported student strategies for learning 80

Table 4.3—Teacher strategies for learning 87

Chapter 1: An Introduction to Teacher Practices with ESL Students in the Classroom

The Teacher writes the word, alphabet on the overhead projector and asks for a volunteer to define the word.

"It's our letters," declares a precocious blond sitting just behind the projector. Another boy points to the letter cards above the blackboard.

"That's right," Mrs. More writes her definition. "Does every country have the same alphabet?" Most of the children nod. The ESL students shake their heads vigorously. "Does Korea have the same alphabet?" she asks the ESL student from there.

"No, way!" He asserts with a vigorous shake of the head.

"How about Japan? Do your letters look like this?"

"No. It is kind of not like an alphabet, but it is." He scratches his head, trying to explain. The other students look surprised and want to know what both alphabets look like.

Mrs. Moore moves on to another student, "You spend some of your summers in Venezuela, do they use the same alphabet?"

This boy, who is fluent in English and Spanish, answers thoughtfully, "They use the same letters, mostly, but they don't pronounce them the same."

"So class, don't think that every country uses the same alphabet that we use." (Observation Record of a Knox County Teacher)

Increases in ESL Students Across America

As the discussion above shows, the demographics in America's schools have shifted. This classroom, with two Asian students and a Spanish student, is no longer unusual at this suburban school. Teachers in America's rural and suburban areas can no longer expect to have only fluent English speakers in their classrooms. The above mentioned classroom with two Asian students and a Spanish student, is no longer as unusual as it may have been four or five years ago. While ESL students make up as much as 80% of the school populations in many Southwestern and urban areas, the population in small towns and suburban areas has also seen a dramatic increase. The

number of Hispanic immigrants with limited English skills has more than doubled over the past decade to over five million (Zhou, 2002). Many of those who make up the minority groups are non-English speaking immigrants who are settling in non-traditional (Not New York, California, Texas or a large northern city) settings like North Carolina, where the number of students with limited English skills has more than quadrupled since 1993, from 8,900 to 52,500 (Zhou, 2002), or Tennessee, which saw a 443% increase in minority populations between 1991 and 2000 (NCELA, see Appendix B)

The focus of this study is Knox County where the increase of ESL students has also been felt. Since 1994, the population of limited English or English as Second Language students in Knox County alone has grown from around 90 students to over 600 in 2002 (Knox County ESL Office, See Appendix B).

The table below (Table 1.1) shows the number of ESL students in Knox County Schools for the school years 1995-1996, 2000-2001 and 2001-2002; as evidenced, there has been a significant increase in ESL students. However, the number of specialized teachers of English as a Second language has not increased at the same rate. There are 50,000 ESL teachers in the United States, or one for every 100 students with limited English (Zhou, 2002).

Table 1.1—The number of ESL students in Knox County schools for these selected years.

Knox County schools	1995-1996	2000-2001	2001-2002
K-4	206	418	382
5-8	71	107	131
9-12	44	98	104
Totals	**321**	**623**	**617**

In Knox county, the number of teachers has grown from seven to nine full-time teachers who travel from school to school, teaching small groups of children for thirty minutes to an hour per week (Knox Co. ESL Office, see Appendix B)

Knox County ESL teachers are scheduled to work with entry year students approximately thirty to forty minutes per week in formal language instruction, although the teacher-pupil ratio for 2001-2002 was 1 ESL teacher to 68.5 ESL students. Knox County expects that elementary ESL students will exit (test out of) the pull out program in one school year. Considering the limited instruction time and the large teacher-pupil ratio, much assistance is expected from the regular classroom teacher.

The students are placed into classrooms by age level and are given placement tests (IDEA Oral Proficiency Test) at the beginning of the school year. The tests are administered again mid year and at the end of the year, to determine the need for continued services. While Knox County expects that all ESL students will meet the state mandated criterion of 35 percentile on the IDEA Oral Proficiency Test by the end of their first year, "Very few are able to meet the exit criteria after only one or two years" (Knox County ESL Office). This increase has put a burden on classroom teachers and many of those teachers feel they are not equipped to handle the situation.

"Students of English as a Second Language study subjects like math, science and social studies in English, often in regular classrooms, while learning English intensively for a few periods a day [or week], tutored in individual or small-group pullout sessions." (Zhou, 2002, p. 2). This means that the ESL student spends a great deal of the school day in the regular classroom, where instruction occurs in English only. If ESL students spend

30-40 minutes a week with an ESL teacher, then they spend 1800 minutes a week in the classroom, in music, art and PE classes, and at recess and lunch with peers.

Willis (2000), for one, stated that in order for children "to acquire a new language system, learners need exposure to the kinds of language that they will need." She also stressed the fact that, outside the classroom, the learner rarely uses words, or phrases, which were taught as single items. Because of this, it is important for second language students to use words and phrases in the context of meaningful and relevant literature, writing, drama, action games, cooperative learning, and thematic instruction in the classroom setting. There is not time in the ESL pull out instruction period to accomplish this. In order for the students to become fluent or at least conversant in the new or second language they must learn from their teachers and peers in the regular classroom setting. The role of the classroom teacher is vital to the learning process. However, little to no research has been done to qualify or quantify the work of these teachers.

Statement of the Problem

There is a gap between the studies of best practices and successful teaching strategies of classroom teachers and those methods used by the specialized teachers of ESL students. There is a great deal of study about best practices and integrative or holistic methods in classroom settings. There is also a plethora of studies about ESL methods—but very little is aimed at the classroom teacher who has ESL students in her/his classroom. It is the intention of this researcher to fill that gap in part by attempting to discover what adaptations, accommodations, effective methods and strategies the classroom teacher uses

to include, reach and teach the children in her classroom who do not speak the language of instruction.

Classroom teachers employ several varieties of instruction with the ESL students in their classroom. The majority of Knox County teachers have no formal training in ESL methods, speech therapy or linguistics. Others do not know what to do to involve the ESL child in learning. Not all teachers employ integrative or holistic methods with any of their students. However, many of the classrooms in Knox County that this researcher has visited in the course of her work at Johnson Bible College do employ the best practices and integrative or holistic methods that have proven to work well with children. The teachers engage the children in meaningful and age appropriate dialogue, writing and reading activities, as well as individualized and group activities that spark the interests of the children in the classroom.

Purpose of the Study

This researcher discovered, through interview and observation, what actually occurred in these mainstream classes to facilitate learning. It was the intent of the researcher, through the analysis of the interviews to reveal rich information about the classroom teachers' uses of successful methods, strategies, adaptations, and the accommodations the classroom teacher uses to include, reach and teach the children in her classroom who do not speak the language of instruction. The review of literature demonstrates that children learn better when instruction, activities and environment are rich with literature and make connections to their world.

The researcher gleaned information from interviews and observations with teachers in Knox County schools with ESL students. The teachers in these schools shared a wide variety of strategies, ideas and holistic activities that inspired this researcher and may prove to be an encouragement to other classroom teachers struggling with "what to do" with the ESL student in their classroom.

Research Question

In order to achieve the purpose of this study the researcher focused on the following question:

What strategies do classroom teachers utilize with the English as a Second Language student to facilitate his learning the English language?

Limitations

1. The study had the limitation that is the bane of all voluntary studies--the teachers who have the best ideas may have been unwilling or far to busy to take the time to sit for an interview.
2. The reverse is also true. Those who do nothing and whose responses would emphasize the need for ESL training probably will not want to be interviewed, either.
3. There have only been large numbers of ESL students in East Tennessee for the past four or five years, so there are few teachers with extensive experience.

4. Even those who have been successful with English speaking students may consider that they have little information to share because of their lack of long-term experience.
5. It was important for the researcher to see that there are classrooms where no accommodations were made for ESL students, as well as those classrooms where the teacher went out of her way to make accommodations. However, there was no way to know this before the interview and observation process. This was also a limitation of the study.
6. The researcher also recognizes that Knox county teachers, especially those interviewed and observed, may not be like other teachers around the country—there may be limited generalizability. On the other hand, there are rural and small town or city school districts around the country that are also experiencing an influx of ESL students for whom this study may hold interest.
7. The researcher was guided in selection of teachers by the principals of the schools. They gave names or introduced the researcher to the teachers. Volunteers were taken from those teachers.
8. The presence of the researcher in the classroom during observations might have influenced the teaching methods of the classroom teachers. The knew the researcher was looking for interaction with the ESL student. This may have increased his/her contact with the ESL student.

Delimitations

1. The researcher limited her teacher search to primary (K-3) teachers.
2. This study was limited to three schools in various areas of Knox County—Gap Creek Elementary, West Hills Elementary and Farragut Intermediate.
3. This study was limited to classrooms with English as a Second Language students during the 2001-2002 and 2002-2003 school year.
4. This researcher limited the interviews to Knox county teachers who have had multiple years of experience with teaching in classrooms that include ESL students.
5. Only teachers who volunteered were included in the study. This limited the range and number of classrooms included.

Assumptions

1. Informal observations, conversations with ESL students and interns have influenced this researcher's thinking. To the casual observer, it appears that the ESL student spends a great deal of time in the regular classroom doing nothing. He cannot understand the texts, teacher or peers, and it seems that the teachers do little to draw him into the class activities.
2. This researcher recognizes her bias toward Holistic methods. She espouses the teachings of theorists such as J. Miller (Miller, 1990 & 1996) and R. Miller (1991), as well as educators like Routman (1996), Calkins (1994) and Fogarty (1991 & 1997) who encourage teachers to implement integration into their

curriculum. Teachers and students make natural connections with skills, content, and learning styles to create units that are meaningful, creative, filled with the best literature, and provide opportunities for student exploration and inquiry.

3. Integration is not intended to be an end in itself; this can lead to cutesy themes or forced connections. The goal is effective learning which can be achieved by rearranging topics and integrating subject areas into meaningful units of study. In this manner, reading, writing, listening, and speaking skills spring from a holistic, literature base that is significant and meaningful to children. However, research by the above mentioned experts supports the assumption that these methods are indeed successful with students of all abilities. This research will be further explored in the literature review portion of this paper.

Definition of Terms

- Consultative— The classification of ESL students who are functioning on grade level. The ESL teacher is available to confer with the student, but does not directly teach.
- Codes and categories—the qualitative terms for the patterns and themes found in the data and the subsequent divisions made to present the data in a meaningful way.
- ESL—English as a Second Language. Students fall into this category if they are not proficient in the target language. The term also refers to the special classes they attend periodically which are taught by language learning experts—ESL teachers.

- IDEA Oral Proficiency Test—the placement and assessment tool used by Knox County ESL teachers to measure the language progress and ability of the students.
- Holistic—A philosophy of teaching that aims for the integration of subject areas into meaningful units that meet the learning needs and interests of the students.
- L1—the first or home language of the students
- L2—the target language, in this case, English
- LEP—Limited English Proficient. An alternative term for ESL students
- LFS—many older students (8 years old or more) come to this country with Limited Formal Schooling because of war or poverty in their home country. This places an additional burden on their learning because they have to learn how school works as well as learning a new language. Many of the Knox County students who have recently arrived have come from Kosovo.
- Running Record—notes made during an observation. They are a record of the actions and conversations in the classroom made without judgmental or evaluative comments.
- Time in country—the number of months or weeks the ESL child has liven in the United States prior to attending school. This is a phrase used by the teachers who were interviewed.
- The whole child—physical, cognitive, affective and even spiritual aspects of a child's person and personality.

Organization of the Study

The researcher obtained all the necessary permission and prepared informative letters to the principals and teachers, as well as an interview guide that was designed to draw out information about teaching strategies from the teachers. A Johnson Bible College staff member transcribed the interviews after each interview.

Pseudonyms and *** were used to protect the identity of each participant, even when the interviewees inadvertently spoke the name of their school or a student. In this way, the flow of the interview was not interrupted.

The researcher conducted observations in two classrooms. Observations were limited by ESL student attendance and because of the shyness of one ESL student who did not even speak to friends and family, let alone in class, even though he was conversant in English. The process and explanation of the data-gathering portion of this study will be elucidated in chapter four.

The researcher carefully analyzed and coded the transcriptions and observations to find patterns and meaningful categories from which she was able to draw conclusions that are delineated in chapter five.

Several teachers from Knox County were invited to participate in the interview process. Teachers were selected from schools with a large ESL presence (see Fig.3.1) and most had taught several ESL students over the past few school years. This enabled the researcher to analyze a broad array of experiences.

The interviews were conducted in the teacher's own classroom, office or teacher's lounge. The researcher was able to carry out the interviews during teacher planning periods or while interns covered the classroom. The researcher was pleased with the level of cooperation from the teachers and principals in this East Tennessee school system.

Summary

Chapter one of this paper has introduced the topic of ESL students in the regular classroom and has shown the necessity of the classroom teacher in the training and development of language skills in the ESL studnets. The purpose of the study and the research question were stated. An overview of the research process was given along with the limitations, delimitations of that study and the assumptions of the researcher.

In chapter two, the researcher will give a brief history of ESL teaching methods and successful teaching methods used by classroom teachers. The researcher expected and did see these methods employed by classroom teachers when working with ESL students.

Chapter three is a description of the participants, locations, and methods of gathering data. The process of analysis and coding of the data will also be described.

In chapter four, the researcher will present the data and in chapter five will share conclusions and recommendations stemming from the study.

Chapter 2: The Theoretical Perspective: The Historical Development of ESL Methods and Supporting Research

Introduction

This chapter introduces instructional methods that the researcher expected to see in the classrooms and to hear about from classroom teachers. The following review of literature takes the reader through the development of ESL methods, successful classroom strategies and the impact of holistic methods on students in other cultural settings.

There is a gap between the studies of best practices and successful teaching strategies by non-ESL (or regular classroom) teachers and those methods used by the specialized teachers of ESL students. There is a great deal of study about holistic methods in classroom settings. There is also a plethora of studies about ESL methods—but virtually none that is aimed at the classroom teacher who has ESL students in her classroom.

Traditional ESL Methods

Traditionally, ESL classes in America were intended, in part, to acculturate the students. The goal was to shed the home culture and to become Americanized. To achieve this end, teaching methods until the later third of the twentieth century tended to focus on drill and practice and American culture. As educational methods became more child-centered and American culture became more inclusive, ESL methods evolved as well.

The "Prussian Method" was the most popular method of language learning in the United States and Europe from the mid-nineteenth century until the mid-twentieth century. It consisted of reading a text, then translating it into the target language. This was accompanied by the memorization of practice sentences and grammar rules. The goal of these classes for American immigrants was to Americanize them as quickly as possible and to disaffiliate them with their home culture (Richard-Amato, 1996).

Audio-lingualism was based on behaviorism and became widely used in the mid-fifties. Structures of the target language were practiced—mimicked and memorized. "I go to the store. You go to the store. We go to the store." Correct pronunciation was emphasized over meaning. Listening and speaking skills took precedence over writing and reading skills (Richard-Amato, 1996, Brinks, 1998).

In the 1960's the Cognitive-Code method was developed. This method emphasized the mastery of isolated skills before conversation, reading or writing could be accomplished. Phonemes needed to be mastered before words, words before phrases, phrases before sentences and so on (Richard-Amato, 1996).

The Direct Method grew out of the "Natural Method," which was used occasionally in the nineteenth century. In the direct method, an effort was made to immerse the student in the target language. Teacher monologue, questions and answers, direct repetitions, and discourse were often used. However, the topic of this instruction was still grammar itself. This method is still widely used in ESL settings (Richard-Amato, 1996, Brinks, 1998).

These methods are sill practiced in some circles, but modern educators have influenced ESL teachers. The successful strategies of balanced literacy, holistic integration, interest driven curriculum, and cooperative grouping, among other methods, have impacted curriculum design. Many of the methods that will be discussed in the following section were developed for use in the "regular" classroom with English speaking children, but they have been adapted for the ESL setting.

Current ESL Methods

Several ESL strategies have been tested and seem to be more effective than the "fill in the blank" or workbook method, or the earlier translation method. Some of the better-known strategies or methods are as follows

- Total Physical Response
- CALLA
- Language Experience
- Jazz Chants
- Literature-based learning
- Writing

These methods attempt to make the student a more active participant in the learning process. They link reading, writing, speaking and listening with drama, songs, actions and rhythm activities in a meaningful, culturally relevant way (Elser, 1997, Meyer, 1995, Murphey, 1987, Ortiz-Seda, 1984).

James Asher (1977) developed the Total Physical Response (TPR) method to assist teachers of ESL by involving students in active responses that show understanding even if the child has not learned to speak the English language. For example, the teacher may instruct the child to "Close the door", "Point to the letter 'a'", or "Turn around three times and touch your nose." Accomplishing the task shows comprehension, is fun, and gives children success even before they can verbalize the new language. Churchill (1998) found that a multisensory approach to teaching reading improved the phonemic awareness and decoding skills which are necessary for reading comprehension as well as language acquisition.

The Content Area Language Learning Approach (CALLA), or English for Academic Purposes (EAP), attempts to integrate language learning into the content areas. These courses teach ESL skills, as well as classroom or study skills using the themes or topics being taught in the regular classroom. The target group is intermediate or advanced second language learners, who would excel in their academic classes with a little enrichment and help in the ESL classroom (Chamot & O'Malley, 1994, Stoller, 1999).

The Language Experience Approach was actually the precursor to the Whole Language movement of the 1980's and has been used effectively with L2 learners (Allen & Van Allen, 1967). The premise is that students can use their own experiences and the language skills that they have already acquired to dictate stories to the teacher. The children then read the story in groups and individually. This gives them success in

reading what they have "written". These stories would be very meaningful to the students because the stories are drawn from the children's own experiences.

Graham (1978).combined her love of jazz and her teaching skills to create an ESL sensation called Jazz Chants. These popular poems, rhythmical dialogs and songs are popular with teachers and students alike. The combination of rhythm or music with common English language patterns makes the learning more interesting, but also enables the student to engage more fully in the learning process because he is utilizing more than one of his senses.

Other studies have shown that isolated lessons on grammar and vocabulary building are not as effective as lessons that are integrated or imbedded into a literature-based program (Hasbach, 1992, Meyer, 1995). Good literature can help to bridge the gap between what is known and what is being learned because it contains meaningful text, relates to the children's lives in some way and has illustrations that tie the two together. Multicultural experts urge teachers to select materials that reflect the mix of races in the region or America. This is doubly important for teachers who work with L2 students in order to assist in their adjustment to life in this country. If the L2 children's home cultures are reflected in the classroom, then they will feel honored and accepted.

Selecting literature that is multicultural is essential for the ESL classroom. It celebrates the rich cultural heritage of the students who have come to this country and gives value and dignity, not just to that country, but to the child as well (Travers, 1998, Banks & Banks, 1997). Because language and culture are inextricably bound, it is

essential that children see protagonists and story lines that are representative of their own culture (Crowell, 1998). There is a bounty of good children's literature that contains representation of a variety of backgrounds as well as literature that retells folk-tales or traditional stories from a non-Western cultural point of view. These books convey the message to non-English speaking children that they are included in the culture of the classroom. Teachers, especially those with ESL students, must select literature that will invite those children to be a part of that culture (Banks and Banks, 1997).

Reading aloud should also be an integral part of the ESL classroom. Wan (2000) states that reading aloud is the center of a literature-based classroom, when it is supported by an environment that is conducive to explorations in reading and uses a wide genre of literature for a variety of uses. All of this is surrounded by the attitudes and values about reading employed by the adults in the child's life

In their book Reading, Writing and Learning: A Resource Book for K-12 Teachers, Pergoy and Boyle (1997) state that writing should also be included in the holistic ESL classroom. They showed samples of writing by ESL children that showed rapid development of language skills that were reflected in their stories. They stated that writing should include the following:

1. Meaning and purpose: the topic was meaningful to the students; they selected it and helped to shape its development.
2. Prior knowledge: learning was built on prior knowledge and direct experience such as field trips.

3. Integration of opportunities to use language and literacy for learning purposes: Oral and written language were used to acquire knowledge and to present it.
4. Scaffolding for support: Scaffolds were provided, including group work, process writing and direct experiences for learning.
5. Collaboration: Students collaborated to build knowledge and organize it for summarizing in a book.
6. Variety: Variety was built in at every step, with oral language, reading, writing, field trips, class discussions, guest speakers, and other avenues of learning provided.

The writing experiences should also include reflection on the thinking and learning processes. Journals and reflective writing help students to make connections between what they know and what they are learning (Dong, 1998).

Literature about Successful Classroom Strategies

There are many studies that show that ESL teachers should strive for a balanced approach to teaching, with integration of good ESL teaching strategies and effective reading and writing strategies (Carroll, 1997, Carrasco, 1994, Dillon, 1997, Keating, 1998, Piccirillo, 1998, Wilson, 1998). These educators encourage teachers to incorporate authentic reading and writing, the use of trade or picture books, interactional grouping, meaningful lessons and other holistic methods that have been proven to be successful with children

The integration of listening, speaking, writing and reading is the foundation for a holistic curriculum because language develops simultaneously in all those areas (Watts-Taffee and Truscott, 2000). Patzelt states that this integration can help children learn a second language in much the same way that they learned their first (Patzelt, 1995). Learning a language is not an innate skill, but the techniques and strategies that were used in learning the first language can be used to learn a second.

Miller (Miller, J. 1990) and Miller (Miller, R. 1991& 1996) base their holistic theory on the fact that more learning occurs when the material is meaningful and connected to the other material that is being presented. Ron Miller states that the underlying philosophy of holistic teaching is the "epistemology of wholeness"—the whole is always greater than the sum of its parts. He stresses context and interconnectedness (Miller, R. 1990, p. 82).

Goodman states that language and literacy development are "easy" when holistic methods are employed (Goodman, 1986, p. 8).

It's easy when:

- It's real and natural
- It's whole
- It's sensible
- It's interesting
- It's relevant
- It belongs to the learner
- It's part of a real event
- It has social utility
- It has purpose for the learner
- The learner chooses to use it
- It's accessible to the learner
- The learner has power to use it

It's hard when

- It's artificial
- It's broken into bits and pieces
- It's nonsense
- It's dull and uninteresting
- It's irrelevant to the learner
- It belongs to somebody else
- It's out of context
- It has no social value
- It has no discernable purpose
- It's imposed by someone else
- It's inaccessible

Meaningful text, purposeful activities, authentic materials and applicability to daily life make the integration of listening, speaking, writing and reading attractive to second language learners (Patzelt, 1995). Other effective methods include the integration of choral readings, poetry, songs and rhythm. Small and large group discussions also improve interaction, and thus language acquisition (Toohey, 1998).

Stephen Krashen (1997), Professor of Education at the University of Southern California, is the author of more than two hundred and fifty articles and books in the fields of bilingual education, neurolinguistics, second language acquisition, whole language, reading, spelling, and literacy. Along with other leading educators like Routman (1996), Goodman (1986), Cambourne (1990), and Holdoway(1986), he has done much to improve the way teachers teach reading. The research and publications of these educators have given teachers new insights on the cuing systems and engaging students in the reading process. They promote balancing skills and phonics instruction with literature and writing. Components of this "Balanced Approach" are reading aloud, shared and guided reading, independent reading of trade books, modeled and shared writing, independent writing, and direct teaching of skills.

Krashen (1996) emphasized the importance of trade books in any reading program. "To develop literacy, students need access to many interesting reading materials...Books are necessary for the free voluntary reading through which we develop much of our literacy. Free reading profoundly improves our reading and writing ability,

spelling, grammar, and vocabulary (p. 18)." Classroom collections and up-to-date school libraries have become increasingly important to the reading process.

Textbook companies have made drastic changes in their materials from the middle of the last century to meet the demands of educators. Teacher editions are filled with interesting extensions for investigation and learning that do not involve fill-in-the-blank workbook pages. Spelling, writing, and grammar are at least linked to the reading selection, if not immersed in the child's own reading selections. Many textbooks come with classroom sets of trade books for novel or author studies. Illustrations are vibrant. Stories are selected from popular literature. Dick, Jane, and Sally are nowhere to be found.

In his article with the intriguing title, "Tunes for Bears to Dance To", Travers (1998). states that ESL teachers ought to devote themselves to helping children become "attentive not just to the interactional and instrumental functions of the language, but to the imaginative ones as well." He encourages teachers to select literature, or trade books as Krashen refers to them, that encourage questions and exploration, problem solving and 'spontaneous detours' that can lead children to find their own voice in the new language. It makes learning fun, but it also makes it meaningful.

Richard-Amato (1996) describes the "Natural Classroom" that is effective with ESL students.

1. Use meaningful feedback to correct language errors—not red ink all over
2. Allow students to find and correct their own errors
3. Focus on meaning—not mechanics, especially with oral errors
4. Model extensively—repeat what the learner has said, with the correct form
5. Give plenty of meaningful input—talk directly to the student

6. Provide time for the students to talk
7. Teach material that is challenging, but close to what the student has mastered—which provides a scaffold to build on.
8. Keep the vocabulary simple and repetitions frequent
9. Use role play or drama to teach
10. Allow grammar to be acquired through a natural process (Richard-Amato, 1996, p.44-47)

Vygotsky (1929 & 1987) stated that children learn best when the new material is closely related to what the child already knows. Teaching words, or grammar rules, in isolation is not the most effective strategy. Instead, teachers should use the Zone of Proximal Development. Widely used by early childhood educators, this theory states that children are learning when they are challenged to expand what they know through testing or attempting something they do not know. An example might be that a teacher might encourage a preschooler who has learned to jump with both feet to try to hop on just one. This skill could not be mastered by a child who has just learned to walk; there has to be a build-up of skills—a scaffold of abilities.

Vygotsky pointed out that learning doesn't all happen in the head. When a child is playing with a truck, does the mental work begin in the brain or in the fingertips, hands, eyes or ears? Not only is this learning a brain function, but the movement of the hands and eyes also contribute to the mental processes (Cole, 1998).

Jimenez (1999), in his study on literacy among Latino/a students, also referred to the zone of proximal development. He says that the students' independent learning is dependent on the "social relationships which occur in specific contexts, shaped by historical antecedents, and they are fueled by the raw materials of language and other symbols that mediate human activity" (p. 300).

Proponents of the holistic method would claim that a balanced, integrated approach is the essence of the method, but a major criticism of the Holistic method is that phonics instruction is ignored in favor of whole word reading or "*Whole Language*" method (Joslin, 1994). This is an inaccurate use of the term "Whole Language", but those teachers who did espouse that method did tend to push aside "drill and practice" and other phonics methods.

Critics claim that children taught using a literature-based curriculum cannot sound out words. They say that children in these classes can figure out the story by context, but have difficulty decoding individual words. Several scholars have pointed out that the skills need not be exclusive; instead, a balanced approach is most effective (Bastolla, 1994, Puorro, 1997, Weaver, 1998). The experts cited in the previous section would state that ESL students would benefit from context ***and*** phonics instruction.

Another area of criticism is in spelling. "Invented" spelling, a Whole Language method, is roundly criticized and rightly so, if the child never progresses beyond the invention stage to the standard stage (Routman, 1996). Spelling is a learned process and students who come from another culture may have learned spelling patterns that influence their learning. ESL students acquire spelling strategies as they learn the language (Dildine, 1994). The spelling rules and skills should be incorporated into the literature rich classroom.

Basals or reading textbooks are a third area of debate in holistic circles. Many think that teachers should not stray from the basals as students will not get a uniform

experience in any grade. This is the basis for many of the state standards and national mandates. They require teachers to show that the students in their classes have learned specific information and mastered certain skills.

Teachers with ESL students in their classroom depend greatly on the use of basals in their reading programs. Basals are neatly packaged programs that provide a great deal of support for teachers and give practice in specific, measurable skills to the students (Baumann, 1994). However, integrating literature into a basal reading program increases its effectiveness (Bastolla, 1994, Puorro, 1997, Weaver, 1998).

Current holistic theorists, espouse a balanced approach (Asselin, 1999, Guthrie, 2001, NAEYC, 1996). Holistic teachers who implement reading, writing, listening and speaking strategies, should incorporate **any** teaching method that is beneficial to the student (Putzi 1993). Instruction in phonics **should be** incorporated into the Holistic classroom (Manning and Kamii, 2000). Encoding and decoding skills, which are phonics skills, are vital to comprehension and fluency of reading. V. Froese (1990) found that isolating the difficulties an ESL student is having with decoding or encoding (sounding out and understanding words), can help them to improve their language acquisition (Froese, 1990, Taylor, 1997). Spelling, phonics instruction, basals and literature all have a place in the Holistic classroom; they are effective tools. Effective instruction is balanced instruction.

Johnson and Johnson (2002) state that when children work together today, they develop individual reading, writing and cognitive skills (p. 4). This emphasizes why

cooperative learning is an effective tool to use with English speaking and ESL students. "In a cooperative learning situation, interaction is characterized by positive goal interdependence with individual accountability" (Johnson and Johnson, 2002, p. 1). The components of true cooperative learning as defined by Johnson and Johnson (2002) are as follows:

- Positive interdependence—where the effort of each member of the group is indispensable for achievement of the goal
- Roles—each member of the group has a specific task or role
- Rewards—the whole group receives rewards for achieving the goal that is balanced with individual scores or results
- Face-to-face work—interaction with the group is the key component
- Interpersonal skills—children develop small group and communication skills
- Group Processing—reflection and evaluation of the groups' effectiveness
- Positive attitudes—promotes inclusive and positive relationships and attitudes among heterogeneous students
- Promotes perspective taking—looking at things from someone else's point of view
- Builds self-esteem (Johnson and Johnson, 2002).

Effective use of cooperative learning promotes learning and interaction among students. Because of the accepting and safe setting of a cooperative group activity, the ESL student may find a comfortable setting for attempting new language as well as

building knowledge and social skills. These particular students had entered this classroom speaking very little English. However, by the time they were working together, on this project at the end of the year, most conversation was in English" (Putney and Wink, 1998).

Pairing students and peer partnering are also effective forms of small groups. The assistant is able to provide clarification and guidance when the teacher is not readily available (Rudnick, 1995). Williams (2001) suggests that teachers plan lessons for partners and small groups to talk about content and to practice language skills. This type of meaningful classroom talk improves the vocabulary of the ESL student (Adelson-Goldstein and Jayme, 1998).

Porto (2001) claims that cooperative groups can improve the writing skills of all students. Small groups can be trained to successfully revise and comment on peer writing projects which the author states is more effective than teachers' editing with a red pen.

"An effective classroom is one where language is built upon culturally relevant literature and discussion where "all children—second language learners and primary English speakers—are challenged and encouraged to work together for reciprocal benefit..." (Abbott and Grose, 1998, p.182). The first grade teacher who participated in the above study provided multiple opportunities for her children to listen, speak, read and write so that the children would be able to construct their own understanding of how oral and written language works (Abbott and Grose, 1998).

Computer technology has impacted all areas of education, and ESL classrooms are not immune. Recent research has found several computer programs that promote language and vocabulary development. Educators suggest utilization of Power Point, Web page magazines, and online discussions in small group and individualized settings (Bicknell, 1999, and Scholnik and Kol, 1999). They warn that the technology must be well integrated into the curriculum, not tacked on as an after-thought, or the presentations, web pages and on-line discussions may be perceived as busywork (Weasenforth, 2002). When the technology is well integrated, the students are given real audiences with the Internet and their peers. With the effective use of these technologies, the students are able to improve all four areas of literacy development; listening to peer presentations and peers in discussions; speaking in oral presentations; reading materials online, in discussion "rooms" and in presentations; writing organized presentations and responses to peers (Bicknell, 1999, and Scholnik and Kol, 1999).

Literacy in ESL Settings and the Home Culture

ESL students come to America with skills, learning habits and cultural mores concerning education. The following studies show that ESL methods work well in many settings, therefore, the classroom teacher can be assured that the successful methods described herein will work in cross-cultural situations in his/her classroom.

Parent involvement is a key to child motivation and achievement at school. A great deal of research "suggest[s] that enhancing parental involvement in children's schooling relates to improvements in school functioning" (Izzo, 1999, p.1). While this is

not exactly a teaching strategy, involving parents in the child's learning is a motivation for the children. In addition, parental involvement in school or with the child's learning at home affects student achievement because parents are demonstrating to their children that education is an important and valuable activity" (Sheldon, 2002). Griffith, in his survey of 122 public schools found that the parents of Hispanic, African American or Asian American children, those of lower socio-economic levels or ESL children are not as actively involved in school activities. He suggests that teachers try to involve the parents in a way that does not require school attendance—helping with homework, or reading with the child (Griffith, 1998, Johnson, 1997). It is important for the teachers to understand that coming to a school and talking to the teacher can be intimidating. Teachers of ESL students should make an effort to understand and know their students' families and to make the classroom welcoming and meetings friendly.

The teacher should also investigate the culture of the ESL children in her classroom (Arini, 1998, Crandall, 1998, Hardman, 1994, Ortmeier, 2000). Children who come to this country from another land come with rich cultural and ethnic backgrounds. Many of their traditions of learning differ from the American system of reading the text and answering questions in the workbook. Kim (1999) dug through dusty manuscripts and ancient diaries to find that traditional Korean schooling (as opposed to Japanese-occupation schools 1911-1945, and those following WWII that were patterned after the Western or American style) included cooperative activities, individualization, meditative practices and reading of classical literature. These holistic methods are a natural part of many cultures.

Jimenez(2000) found that teacher attitude about the literacy levels of their students affected the achievement of those students. Those who believed their students came from highly literate backgrounds saw greater achievement. The teachers did not view their children as having a literacy deficit. Instead, they found evidence of literacy in many areas, including oral tradition, cultural knowledge, along with literacy in the home language. About those teachers he said, "In other words, they did not treat their students as linguistic incompetents—or solely as non-English speakers—but rather as individuals involved in the very natural process of second language development."(p. 977). The teachers gave the students challenging reading material because it matched their cognitive level, not their L2 level, and the students did well. Teachers also selected culturally relevant material (p. 977). As with other aspects of learning, teacher attitude plays a major factor in student achievement.

One of the areas that these teachers drew upon was the home environment and language development in the home language. Wan's (2000) study of literacy in the home environment of ESL students found a rich heritage—not illiteracy in the home language. The homes of the Chinese families he studied contained Chinese calligraphy, Chinese art and writing in a calendar, cards from China, newspapers, magazines and flyers. There were also provisions for the children to make use of their literacy skills—crayons, pencils, markers, paper, a child-sized desk, and bookshelves filled with children's books in Chinese and English. Adults reading independently or with the child, practice typing on the computer, reading recipes, directions and menus were some of the many

opportunities for the children to observe and participate in literacy activities in both languages.

Maori cultures in New Zealand, African tribal cultures, Indian and Tibetan culture as well as our own Native American and African American cultures rely on storytelling to pass on the oral traditions. Educators should recognize and value this tradition as a literacy competency. Therefore, teachers should have been encouraged to employ storytelling, drama, music, effective ESL strategies, multicultural literature, and other good literature in our ESL courses (Airini, 1998, Dworin, 1998, Hardman, 1994, Pizarro, 1993, Smitherman, 1993). The students in literature rich classrooms would feel motivated to learn (Chahin, 1996, Griffith, 1993, He, 1996, Suleiman, 1993, Tebeau, 1977).

The children would also feel some connection to the materials and methods because they are more familiar to the child's own knowledge and experience. Learning, he says, is culturally situated (Cole, 1998, Vygotsky, 1929, 1987). Learning a new language is more difficult if the teacher tries to teach English without drawing on the child's home language and culture. Culturally relevant literature also helps the English speaking children in the classroom make connections to their ESL friends (Kaser, Short, 1998).

Similarly, Koskinen (1997) found that language acquisition is supported if there is reading occurring in the home. He stated that both native language speakers and ESL students benefited from a read-at-home program.

The effectiveness of literature in an ESL classroom has been tested in other countries as well. Reading comprehension was improved in a South African school when the students in grades 4-6 were encouraged to read for enjoyment in the English language (Machet & Olen, 1996). A group of fourth graders in Taiwan benefited from Holistic methods as compared to their schoolmates in the fourth grade who used basal and skills instruction (Janzen, 1996).

The use of visuals has proven to be an effective tool for elementary children. The use of pictures and other visuals has been a popular strategy for as long as there have been teachers. This may be the reason that little recent research has tested its usefulness. Two studies specifically addressing the use of visuals claimed that children learned more than they would have without the photos and posters. In the first study the teacher used real wrappers and boxes from the grocery store to help her children create and solve word problems. The other study found that children learned a great deal of history from War cards issued after World War I. The importance of engaging children visually is further supported by the research of Gardner (1999), who stressed the value of reaching the various intelligences of children, one of which is the visual strength. Gregorc and others have described auditory and visual learning styles (Tobias, Gregorc). Teachers know that engaging multiple senses when introducing material is a successful strategy.

Adult ESL programs have benefited from the introduction of interesting and meaningful literature into their ESL programs as well (Tse, 1996). The study cited was done with intermediate and high level students who had never read a book in English.

Their classroom experience was enriched and their learning enhanced by the use of good literature.

The successful, holistic methods described in this section have been shown to be effective, not only in the regular classroom, but also in the ESL classroom. Students who are actively involved in the reading, writing and learning process will acquire language more rapidly. Travers (1988).states that empirical and anecdotal evidence suggest that exposure to a wide variety of good children's literature provides an effective expedient for the absorption and integration of new vocabulary and language structures. "The myriad and spontaneous detours that good stories allow instill in second language learners the confidence to find their own voice using the [English] language to mean what they say and say what they mean (p. 5)

Strategies used in the Regular Classroom with ESL Students

The review of literature shows a clear demarcation in the research about ESL students and classroom instruction. On the one hand, there are numerous articles and even books about holistic methods and the way that teachers should incorporate them into their classrooms. On the other hand, there are books and articles about ESL methods and even some about utilizing holistic methods in the ESL setting. Between these two sets, however, there is a gap.

Few articles address ESL students in the regular classroom. One study (Calderon, et. al. 1998) found that Hispanic ESL students in Texas, did better on their achievement tests when involved in a cooperative learning program. A qualitative study (Jimenez and

Gersten, 1999) found that the balanced approach to literacy and engaging in culturally relevant issues provided motivation for the children to learn English. A longitudinal case study (Han and Ernst-Slavit, 1999) of six Chinese-speaking children as they learned English in kindergarten through first grade found that in spite of their limited grasp of English and the unfamiliar teaching style, the children were able to actively participate in the "literacy club". The children participated in journal writing, writer's workshop and other literacy events in their classrooms.

Another case study (Townsend and Fu, 1998) illustrated the effectiveness of holistic methods with ESL students. The researchers traced the transition of a young Chinese-immigrant boy from "a quiet, shy second grader who spoke little English to a popular class member, demonstrating Chinese writing to fascinated American students, drawing illustrations for eager classmates, and mentoring other, newer Chinese students. His confident, smiling demeanor had developed in less than a year" (p. 193). In order for the students to become fluent or at least conversant in the new or second language they must learning from their teachers and peers in the regular classroom setting.

A study by Toohey (1998) indicated the need for teachers to create inclusive rather than stratified groupings with their ESL students and the "Anglophones" or English-speaking students in the classroom. An article written for the *Reading Teacher* (Williams, 2001) examines theoretical backgrounds that support the efforts of educators to "combine theory and practice within the broader social, cultural and historical contexts to produce reasoned decisions as they guide the academic progress of English language learners in mainstream classrooms"(p. 751). Watts-Taffe and Trucott (2000) reviewed

recent research for Language Arts and recommends writing, discussion, vocabulary development, communication and literacy development in a literacy environment as the teacher builds on the student's own background (scaffolding). This poses a tall order for teachers unless they are integrating these practices into their classroom already.

Excellent veteran teachers would experience little difficulty in uncovering the best practices to use with the ESL students in their classrooms. However, more research that directly addresses the role of the teacher and classroom strategies would not be amiss.

Value and Limitations of the Interview

An effective tool used by qualitative researchers is the interview. Morrison states, "A qualitative interview is a face-to face interaction between researcher and participant, usually conducted in the location where the behavior of interest occurs" (Morrison, 2002, p. 46). Interviews are at the heart of qualitative research because they reveal to the researcher, obvious *and* hidden meaning. Interviews make it possible to come to understand the participant's world in their own words. A good interview provides the "intimate familiarity" that Lofland advocates (Loflund, 1976).

The value of the interview is that it gets at the heart of the participant's reality. The researcher allows the interviewee to talk; his initial role is to listen and record. In this way, the data gathered are not the thoughts of the researcher, but the participant's. After the interview and transcription, the researcher carefully analyzes the data to find patterns, connections and themes, and ultimately, to construct meaning.

This comprehensive analysis leads to Loflund's "intimate familiarity" that allows the researcher to scrutinize the situations that the participants are confronting, and to focus on the interactional strategies, or tactics of the participant (Loflund, 1976, p. 3).

Interviewers ask "how" questions. Rather than ask, "What illegal drugs are teenagers likely to take?" the qualitative researcher asks, "How does self image affect whether or not a teen will take drugs" (Loflund, 1976; Strauss and Corbin, 1998). The data gleaned from the first question may give information to police officers and drug enforcement agents about what to watch for, but the second gives another prevention tool to parents, teacher and counselors—a much more valuable bit of information for the individuals involved.

Although the benefits outweigh them, the interview process has its limitations. Some of them are as follows:

- It is more time consuming than a survey or questionnaire.
- The interviewee may not give full, unstudied responses (Most participants are eager to share their thoughts and stories with a person who is truly willing to listen and place great importance on what is said).
- The interviewee may try to please the researcher and give the answers he thinks are expected.
- The interviewee may have concerns for privacy and confidentiality—the interviewee must not feel victimized.
- Faulty technology.

- ❖ It is difficult to balance objectivity with sensitivity.
- ❖ The questions asked may not get to the heart of the matter.
- ❖ The questions asked may overly guide the interview and may disrupt the flow of the dialogue.
- ❖ There is no set number of interviews prescribed to reach redundancy. Some researchers my find that too abstract.
- ❖ The coding and analysis process is also time consuming.

These negatives need not disqualify the interview as a viable process. The cautious researcher will minimize the effect of these limitations in careful preparation and planning.

Summary

Educational experts claim that holistic methods will make learning easier and better. Other experts claim that these holistic methods work well with ESL students. This researcher expects to find teachers in Knox County expertly employing these strategies, methods and accommodations with the ESL students in their classrooms.

The discussion of traditional ESL methods showed the development of child-centered, and developmentally appropriate practices that paralleled a similar evolution in general educational circles. The next section described current ESL methods that classroom teachers might implement in the regular classroom. They would work well with the successful strategies discussed in the next section to actively engage the ESL student in language learning. These methods have been shown to work in a variety of

cultural settings as discussed in the section on home cultures. The final section described a few studies showed the effectiveness of holistic methods in the regular classroom setting.

It is clear to the researcher, from this review of literature and from the preliminary study that some teachers do effectively employ successful teaching methods in their classrooms when they have ESL students. They adapt the lessons and accommodate the culture and experiences of the ESL children. All of this involves the children in the lessons and activities, which makes learning a second language more meaningful and rapid.

The researcher also provided research to support the interview process. The interviews conducted for this study will enlarge the list of effective methods, and will provide deeper understanding of each process. As a result, the researcher will have a better picture of the adaptations made and the challenges overcome by the classroom teacher. While this information may not be generalizable to all classroom teachers with ESL students or to classrooms outside this area, many teachers may find the material interesting and in some part applicable to their own situations.

Chapter 3: Organization of the Study & Methodology

Introduction to Methods and Procedures

Chapter one of this dissertation described the purpose of this study, which was to determine what, if any, strategies and accommodations that primary school teachers use with the ESL students placed in her classroom.

In chapter two, research about ESL and best practices, was delineated. This research gave historical background and supported those practices, which were utilized by teachers in the classrooms selected.

Chapter three begins with the preliminary studies that led the researcher into selecting the interview as the method for gathering data for this dissertation. In addition, the researcher presents the qualitative methods and procedures utilized. The research question that is the foundation of this study was the following: What strategies, if any, do classroom teachers utilize with the English as a Second Language student to facilitate his learning the English language? The researcher and her committee decided that the best way to accomplish this would be to conduct interviews with teachers who work with ESL students and to further enrich the data by observing in some of the classrooms.

Preliminary Studies

The researcher initially planned to conduct a survey in order to obtain information about what teachers do in the classroom when they have ESL students. However, she changed her mind after her qualitative research class with Dr. Taylor and the class

assignment that included a face-to face interview. Because of this experience, the researcher decided to pursue the interview to obtain the data needed for this dissertation.

In her first forays into this field of research, this researcher conducted a pilot study at Alcoa Elementary School (see Appendix C for the survey and the table of results). She discovered that surveys do not answer many questions. The responses were trite and predictable. The most thoughtful responses came form the Art teacher who has very little instructional contact with the ESL students.

This researcher was prepared to go ahead with the survey, since the process was underway, until an epiphany in the form of an interview occurred. During a summer a course on qualitative research at the University of Tennessee, the researcher was required to conduct a mini qualitative study utilizing the interview method. A classroom teacher in an all ESL mission school participated in an interview. It was a rewarding experience—in spite of the difficulty in transcribing. Preliminary analysis produced multiple codes and categories (see the web in Appendix C) that provided rich and varied meaning about teaching ESL students.

The preliminary survey conducted with the missionary schoolteacher revealed more than twenty activities designed to engage the children in language learning. Among these are demonstrating, repeating, listening, providing visuals, practicing (drills), modeling, restricting assignments, correcting spoken language, supplementing texts, reinforcing, chanting and singing, individualizing work, focused teaching, reading and

writing. These are the types of activities recommended by the experts of holistic education and were just what the researcher was hoping to find.

The teacher, a ten-year veteran classroom teacher in an all-ESL mission school in Puerto Rico, agreed to an interview. The school where he works has as part of its goal to teach English to all of the children. Nearly all the students enter at the pre-kindergarten level, and most are conversant and function on grade level by the second grade. However, he spends a great deal of his teaching time in ESL instruction—teaching vocabulary and concepts to the children in order for them to complete and understand the assignments. These conditions would be very different for a Knox county teacher.

Analysis of this preliminary interview produced many of the holistic methods that the researcher was looking for, but so much more. The teacher talked about whole group and one-on-one strategies, pronunciation strategies, what students do, the emotional support that is required and even learning *from* the students.

The whole class method this teacher most often emphasized was demonstration. The teacher had a friend send a box of fall leaves from Vermont to show the children the many colors. He said the children had to look at them and touch them to believe what they were seeing. Another time he made a video of "myself at winter time [in Vermont] showing how I played in the snow with my nieces and nephews and had a great time and they were amazed at that. They said, 'How come I can see your breath?' They were amazed at things like that" (from the transcript of the interview).

Some of this teacher's classroom practices were based on strategies common to Puerto Rican schools that may not be reflected in Knox County schools. It is common in Puerto Rican schools to chant and recite lessons. They also memorize materials and practice drills more than we do in Knox County schools. However, these strategies give all of the students the opportunity to participate and practice their English aloud, and the children learn rapidly, so it may behoove classroom teachers in the USA to utilize these methods more often when dealing with ESL students.

The one-on-one strategies he highlighted were individualizing reading and restricting assignments, in order to meet the individual needs of the children. The teacher said he could take the time with small groups or individuals while the aide worked with other groups. "I know there is a lot of individual work in the primary grades, and more so in the second language" (from the transcript of the interview).

As a teacher in an ESL school, the teacher spent a great deal of his time correcting pronunciation and modeling correct pronunciation. Most of the children were working on grade level in English when they come to him, so he was not introducing them to the language, but he helped them increase their accuracy and vocabulary. He said of his students, "They'll Anglicize Spanish words and do [the opposite] to English words. They will put an "o" after every word when they do not know what it means. For example, there is no Spanish word for apartment, so they call it *apartmento*. We call it Spanglish." Since the children knew the basics of English when they came to his classroom, he took a great deal of time to make these "fine-tuning corrections" (from the transcript of the interview).

A concept the teacher mentioned several times was the trust built up between student and teacher. "So to reinforce, I just have to show them and build a lot of trust. They have to trust the teacher because [what you are teaching] is a foreign concept and the parents oftentimes can't help that. [When I was in elementary school] I could go home and ask my mother, 'What does this mean?' and she could tell me. But [these children] cannot go and ask their parents because many of the parents do not speak English. So, I have to build extra trust. And build it because they actually want to trust their teacher, even when they can't account for or believe what is happening" (from the transcript of the interview).

The final category was not initially apparent. However, with the assistance of those in the group session, it became evident that the teacher learned about the culture and customs of his pupils, and even new vocabulary, from the students. He said, "I scolded a boy for saying, "*castigate* me." (*Casigato* is Spanish for punish) Then we looked in the dictionary and figured out it was a word in English" (from the transcript of the interview). Teacher need to recognize that they will make mistakes because they are dealing with different cultures and as the teacher did in this case, be willing to apologize.

Results of the Preliminary Study

The responses in the interview sparked many questions. What concepts were better taught using visuals? What kind of literature was used with the individual reading program? How did the teacher deal with cultural issues presented by the North American texts? How does the teacher make adaptations for more than one level of language

ability? How does the teacher accommodate the children's own cultural experiences into the lessons? Most interesting to this researcher were the negative questions—What concepts would the teacher skip? and, When would the teacher *not* try to include the ESL student?

The questions that arose from the preliminary study directed the construction of the interview guide used in this project and more importantly led the researcher to select the interview as the method of gathering data for this dissertation.

The Participants

The first step in the study was to find out which schools in Knox County had ESL students. The researcher talked to Dr. Forrester and her assistant at the Knox County ESL Office to obtain data concerning numbers of students in various schools. These data were public information and the tables are included in Appendix B. This data showed that the number of Knox County ESL teachers had not increased at the same rate as the population of ESL students in Knox County schools. The result of this is fewer hours or minutes of direct language instruction per student. It also means that each student spend more time in a classroom setting where direct language instruction may be limited. This inspired the researcher to question—what do the ESL children do while they are in the classrooms? Do they sit and do nothing, or do they participate in classroom activities and instruction? Do the other children accept and communicate with the ESL children who are placed in their classrooms? What does the classroom teacher, who has very little, if

any, training in ESL methods, do to engage the ESL student in language learning? This last question became the foundation of the current study.

The following table (Table 3.1) shows schools in Knox county that experienced significant growth in numbers of ESL students or sustained significant numbers for the size of the school. The number of teachers was listed to give the reader an idea of the size of the school. The interviewer wanted to talk to teachers from a variety of regions—inner city, upper middle class and rural schools. She selected New Hopewell as a rural school (it is also in close proximity to the college where the researcher teaches); West Hills, which has recently been classified as an inner city school, after changes in district lines, and Farragut Primary as an upper class school.

Table 3.1—Knox County schools showing growth or sustained numbers of ESL students

School Name	Number of Teachers (Size of school)	Number of ESL Students 2000-2001 and 2001-2002	
A.L. Lotts	46	18	30
Bearden	17	22	25
Blue Grass	35	6	12
Cedar Bluff Primary	32	28	24
Farragut Primary	42	18	28
Farragut Intermediate	40	9	10
Fountain City	23	8	16
Gap Creek	7	0	2
Inskip	18	12	13
Mooreland Heights	17	7	12
Pleasant Ridge	21	10	9
Pond Gap	20	48	45
Rocky Hill	35	20	17
Sequoyah	18	19	20
West Hills	37	48	30

In January, the researcher called the principals of those schools to set up time to talk about the proposed project. The principal at New Hopewell explained that although they officially had three or four students classified as ESL, none of them had any difficulty with the English language so we agreed that it would be better go elsewhere. The principal at West Hills respectfully declined at first, but called back two days later and said the request had come on a bad day and she and her teachers would be glad to participate. The principal at Farragut Primary suggested that the researcher talk to the principal at Farragut Intermediate since their ESL students had moved on to that school last year. The researcher contacted the principal at the intermediate school and he agreed to talk to his third grade teachers about the project. The principal at Gap Creek, a very rural school, agreed to participate without hesitation.

After face to face talks with the principals from Gap Creek, West Hills and Farragut Intermediate, fifteen teachers were suggested who might like to participate. The researcher contacted all of those teachers and obtained permission to interview twelve of those teachers. Two of those teachers later asked to be excused from the interview. In the end two interviews were made at Gap Creek Elementary, four at West Hills and four at Farragut Intermediate. Permission was obtained from Knox County, Human Subjects, and the three principals. Permission from each of the teachers was obtained at the time of the interview. (See Appendix E)

Gap Creek is a small school near the Knox/Sevier County line. It has one class of each grade. It is unusual for a rural school to have ESL students, but the international students at Johnson Bible College send their children to Gap Creek. The classes range in

size from 16-20 students. West Hills is a large school with upper and lower middle class students. The re-districting in the past year has increased the number of free-lunch or lower income families significantly. The school is close enough to the University of Tennessee to draw the children of international students who do not live directly on campus. Class sizes in the primary grades are usually around 20-25. Farragut Intermediate is in an upper middle class neighborhood. The school is very large with multiple wings for each grade. The teachers work in teams, and in the classrooms visited by the researcher the middle wall is a folding divider between the rooms that can be opened up for cooperative activities. The researcher counted 25-27 desks in each of the classrooms.

The interviews were conducted in the teacher's own classroom, office or teacher's lounge. The researcher was able to carry out the interviews during teacher planning periods or while interns covered the classroom. The teachers all agreed to be taped and the cassette recorder was placed on the table where it was clearly visible (and the researcher could keep an eye on it). The teachers each signed permission forms which allowed the researcher to use the material from the interview. An example of the permission form can be seen in Appendix E. The tapes, transcripts and permission forms are stored in a secure location.

An experienced transcriptionist who identified the interviewees as "Subject 1", "Subject 2" and so forth transcribed the taped interviews. The transcriptions were based totally on the taped interviews. They were formatted so that the right hand margin was three inches, leaving ample room for coding and notes. Pseudonyms and *** were used

to protect the identity of each participant, even when the interviewees inadvertently spoke the name of their school or a student. In this way, the flow of the interview was not interrupted and the interviewees remained anonymous.

The researcher carefully coded (identified themes and patterns in the responses) and categorized the data. Then the researcher proceeded to collapse codes into larger meaningful categories, find patterns and draw conclusions. The researcher created the table that can be found in Appendix A by placing comments and thoughts of the teachers into a table format. The coding and categorization began after the first interview and continued until all ten volunteers had been interviewed.

In order to enrich the data and to confirm the information provided in the interviews, the researcher observed the teacher in their classrooms. Observations were made in a third and first grade classroom at West Hills Elementary. (Gap Creek was not included because the ESL students had moved on to another classroom). The observer was able to observe teaching strategies and interaction between the teacher and the ESL students in every subject area over several days of observation. The researcher was able to observe five times, for 1 ½ or 2 hours, in the third grade classroom and was able to view every subject as it was taught. Observations in the first grade classroom were cancelled, because the ESL child was absent on three of the days the researcher came to observe. Apparently, the absences had caused difficulty for the teacher and came as a surprise to her since the families of other ESL children she had had in the past placed high value on the child's education (see Appendix A).

Plans were made to observe at Farragut Intermediate in a third grade classroom, but the teacher felt that it would not be useful since the ESL child was completely non-verbal in class, although his English skills were very good

Considerations

Because the interviewee is stating his opinions and sharing his 'meaning' about a behavioral pattern, the data gleaned from the transcript should reflect the reality of the participant better than observation or survey data. A teacher knows that a dispute on the playground is much more than the scuffle observed by the adult in charge. It takes time to unpeel the layers of "He said, she said" to get at the deeper reasons for the fighting. While a survey of common playground misbehavior may have its place, this situation would not be one of them.

If the goal of the researcher is to understand or to find meaning in a behavior or behavior pattern, the interview is perhaps the best method to use. "The long interview gives us the opportunity to step into the mind of another person, to see and experience the world as they do themselves" (McCracken, 1988, p. 9). For this reason, the interview was chosen as the method for finding out how classroom teachers in Knox County deal with ESL students in their classrooms.

The Interview Guide

The following is a general guide that this researcher used during the 45-60 minute interview. It is not intended as a strict survey, but will assist the interviewer in responding to and learning from the participants.

1. Tell me about yourself and your teaching.
   - Family
   - Grade level
   - Years of teaching

2. Tell me about having an ESL student in your classroom
   - Pros & cons
   - School support systems
   - ESL community connections
   - Cultural issues

3. What do you do to involve the ESL student in class discussions, groups, or activities?
   - Teaching/ learning
   - Special projects
   - Use of literature

4. When are the ESL students most involved?
   - Language ability level
   - With peers
   - Recess
   - In front of class

5. When do you NOT include the ESL student?

6. What topics do you skip?

Summary

Chapter three presented the methodology used in this study. It included the preliminary studies, selection of participants, research question, and interview guide. The value and limitations of the interview were also delimited. This study, which uses qualitative methods, was preceded by a preliminary study. The results of this preliminary study guided the development of the interview question guide. The researcher and her committee decided that the best way to accomplish the task of determining what teachers do would be to conduct interviews with teachers who work with ESL students and to further enrich and confirm the data by observing in some of the classrooms.

The data of the study are reported in chapter four. In chapter five, the summary, conclusions, implications, and recommendations are discussed.

Chapter 4: Findings

We were out on the playground talking about pets and Johanna began telling us about the little dog she had back in Vietnam. It was a family pet, but one day it was hit out in the street. Then the family ate it! The other children were appalled, "You ATE your dog?" "You ate SPOT?" I had to intervene and explain that eating dog is an acceptable thing in some countries, especially when food is in short supply. It was crazy, but a very good lesson for the children to see that things may be done differently in other countries --*Knox County Teacher*

Part I: Overview

Introduction

Chapter one presented the purpose of the study, which was to examine what adaptations, and accommodations are made by classroom teachers when they have an ESL student in their classroom. The researcher expected to uncover, through interview and observation, what actually occurs in these mainstream classes to facilitate learning. It was the intent of the researcher, in the analysis of the interviews to reveal rich information about the classroom teacher's uses of those methods, which are effective with first language students, with the ESL students in her classroom.

The second chapter contained a review of literature. The researcher discussed the development of ESL methods, successful classroom strategies and the impact of holistic methods on students in other cultural settings, which might be reflected in the strategies used by classroom teachers who have ESL students. The review of literature

demonstrates that children learn better when instruction, activities and environment are rich with literature and make connections to their world. The researcher expected to hear about and see teachers implementing these methods in their classrooms.

In chapter three, the methodology of this study was presented. It included the research question, the selection of participants and a discussion of the interview. This study used qualitative research methods. The purpose of this study was to determine what, if any, strategies and accommodations that primary school teachers use with the ESL students placed in their classroom. The researcher and her committee decided that the best way to accomplish this would be to conduct interviews with teachers who work with ESL students and to further enrich the data by observing in some of the classrooms.

This will be a presentation of the data gathered through the interviews and observations. In order to achieve the purpose of this study the researcher focused on the following question: What strategies do classroom teachers utilize with the English as a Second Language student to facilitate his/her learning the English language? The researcher found that these teachers used many successful teaching strategies which will be described in this chapter.

In chapter five, the researcher will discuss the conclusions, implications and recommendations of this study.

The participants in this study were selected through recommendations from principals and then by the teachers agreeing to be a part of the study. Principals from three schools recommended fifteen of their teachers and of those, ten teachers

volunteered to participate. Two teachers were from Gap Creek Elementary, four from West Hills and four from Farragut Intermediate. Each interview was conducted in the teacher's own classroom, office or teacher's lounge. The researcher was able to carry out the interviews during teacher planning periods or while interns covered the classroom.

In addition, observations were made in one third and one first grade classroom as described in chapter three. The purpose of these observations was to enrich the data and to verify the data from the interviews. The observations corroborated the findings of the interviews. The researcher was able to observe teaching strategies and interaction between the teacher and the ESL students in every subject area over five days of observation.

Student Language Representation

The languages and cultural backgrounds of the ESL students affected the strategies used by the teachers. The languages represented in the classrooms of those teachers interviewed for this project were as follows:

1. Russian
2. Ukranian
3. Shona (Zimbabwe)
4. Spanish (Bolivia and Spain)
5. Japanese
6. Korean
7. Chinese

8. Vietnamese
9. Bosnian
10. Turkish
11. Parsi (Iran)

Learning Levels of the ESL Students

The four kindergarten teachers interviewed stated that the ESL students did not differ much from their peers because all of the children were discovering and learning language. "Kindergarten is such a fundamental level that you use good language teaching strategies for all the students" (Appendix A, p. 144).

Two teachers mentioned that "time in country" had an effect on the ESL student's adaptation to an American classroom. One ESL student had only been in country for a few days ("Right off the airplane") another less than 60 days. In both these cases, the children had more difficulty adjusting than ESL children who had been in this country for several months. In the first case, the child was so traumatized by the American classroom, that the teacher and family decided he would do better to wait a year to start kindergarten. In the second case, the child adjusted well with a little extra assistance and help.

The primary teachers all noted that young children (in Kindergarten through grade 3) learned the target language quickly. "They pick up the language so quickly because they learn from other children" (Appendix A, p.136). "At this age, they pick up so quickly on the language that it is not a barrier for that long" (Appendix A, p.144). These

teachers felt that "beginning at the beginning" with their peers helped the ESL students learn English.

In contrast, a third grade teacher explained that the ESL student in her classroom learned to read and write English quickly because he was literate in his own language. She felt that previous experience in school and literacy in his home language was a benefit to language learning. Older children seemed more hesitant to speak aloud in whole class settings. One teacher reported that it had been nearly six months before her ESL student was willing to answer aloud. Several of the teachers used silent response options, such as pointing to the correct word, holding the picture or chart, or pantomiming answers in order to involve the ESL students.

The teachers by and large commented that the ESL students were more careful and exact about speaking, spelling, and grammar than their peers. One teacher stated that this was a motivation for the ESL student's peers because the ESL student scored higher on spelling tests. They were all impressed with the rapidity of language learning that occurred.

Summary of Part 1

In this chapter (chapter 4), the researcher examines the data to identify patterns and themes (codes) from the transcripts of the 10 interviews and the running records of the observations from the two classrooms into categories and uncovered several patterns. Teachers employed numerous effective teaching strategies and accommodations, although they protested that they really did not make any adaptations for the ESL

students in their classrooms. In addition, as the introductory paragraph above demonstrates, the ESL students provide for a rich cultural (and sometimes humorous) exchange of ideas in the classroom. Every teacher interviewed proclaimed that they and the classmates of the ESL students were better for the encounter. give

This chapter is divided into five parts, as follows:

1. Introduction—the current section which presents an overview of the paper
2. A "Day in the Life" of a Classroom Teacher with ESL Students—a synopsis of the observational data. This data was obtained in two classrooms on five visits. The visits covered every subject taught during a typical day.
3. General Information from the Teachers—this section presents information from the interviews about methods, and accommodations that the teachers used that did not directly apply to teaching strategies.
4. Teacher Identified Student Strategies for Learning—this section covers the strategies that the teachers observed and encouraged in the ESL students.
5. Teacher Strategies for Learning—this section covers the teaching strategies and methods that the teachers shared during the interviews.

Part 2: A Day in the Life of a Classroom Teacher with ESL Students

Introduction

The second part of this chapter is a synopsis of the observations in both classrooms. The researcher recorded the actions and conversations of the teachers as they occurred in a running record (detailed notes of actions without evaluational comments). The words of the students were not recorded verbatim, instead, they are reported below in essence of what was said. The quotation marks used in this section are not intended to show direct reference to what was spoken by the students, but to make reading of the narrative straightforward. The events did not occur on a single day or in precisely the sequence recorded here. The days that the researcher observed were interrupted with lessons out of sequence, special classes, fire drills and programs in the gym. The schedule below is meant to represent a typical elementary schedule.

One classroom had a student from Russia and the other had one boy from Korea and another from Japan. One of the classrooms had an intern who was involved in the class discussion on alphabets. The intern was not present on any of the other days.

This section is intended as an introduction to the strategies used by the teachers. It is meant to illustrate how these strategies were integrated into the daily lessons and activities in the classrooms.

Opening Exercises

The school day begins quietly with the children working independently on Mountain Math, Daily Oral Language, and Problem of the Day[1] while Mrs. Moore puts finishing touches on the day's preparations and answers questions. The children write, and correct with red pencils, six sentences in their D.O.L. notebook. Then they answer problems 11-15 from the Mountain Math bulletin board. The ESL children are familiar with the routine and since the problems are all previously learned skills, they do not ask for any assistance. One ESL student finishes early and picks up a book from the display of poetry on the back table. He asks the teacher if it is a story or a poem. "Both!" answers the teacher. "In this case the whole story is written as one poem."[2]

After about 15 minutes, the teacher has the children correct their work. The teacher tells them that while she is happy that so many are enjoying the poetry books, it is time to put the books away for a while. The teacher asks for a volunteer to state where the corrections should take place. Each student volunteer marks one error in the sentence. Eventually, the sentence is completely corrected and is marked in this manner:

I have who E
i ~~has~~ a pen pal ~~which~~ lives in england.

[1] These are published materials that all classrooms in Knox County use to review and to reinforce skills in basic mathematic computation, grammar and word problems. The repletion is helpful to all the students, but gives the ESL students extra instruction in language.

[2] The teacher is giving direct instruction on language and on forms of writing. The instruction given during the Daily Oral Language is helpful to all the children, but is just the type of language instruction that the ESL students would receive in an ESL pull-out class.

One of the ESL students is confused with the apostrophe use in the second sentence (That is Ann's cat). The teacher explains that it is not a comma, but shows to whom the item belongs. Two problems are analogies similar to those that the children will find on standardized tests—cold: shiver :: Hot: _____. Several students, including the ESL student from Japan volunteer possible answers.

The next problem is multiple choice, so the teacher asks all the children to respond with sign language 'a', 'b', or 'c'. Each child holds up his hand, forming the correct letter[3]. The ESL student from Korea asks his neighbor why his fingers are curved in that way. "It stands for a 'c'. Look, it is shaped like the letter." The boy explains.

The last sentence asks the children to guess which would be a longer drive—from Atlanta to Miami or Atlanta to Indianapolis. Mrs. Moore asks the boy from Korea to find Miami on the wall map of the United States. He was able to find it easily and points out Atlanta as well because he has traveled through that area. The teacher helps him find Indianapolis. The students figure out which would be the longer trip, but someone asks how many miles it would be, so Mrs. Moore borrows a ruler and shows the children how to use the mileage marker in the key to figure out how many miles are in an inch. The children cheer when the multiplication problems prove their predictions[4].

The Problem of the Day includes the word "notches" which is a new word for the ESL students. Mrs. Moore asks one to read the sentence from the flip chart standing by

---

[3] The teacher is giving all the students a non-verbal method of responding to questions. This is helpful to ESL students who are in their "silent period, but also allows all the children to participate in the class discussion.

[4] The teacher in this classroom often interrupted her day for impromptu teaching. This gave the ESL children clarification on new concepts, but also was enjoyable for all the students.

the front board. "Many years ago, people counted items by cutting notches in sticks. If each cut counts for two items, how many items does this stick indicate?" (The drawing showed four 'v' notches cut into a stick.) After reading the problem aloud, the ESL student pointed at the picture and said, "Notches are cuts." In the discussion for possible solutions for the problem, the other ESL student suggests multiplying the number of notches by two; others suggest counting by two.

Reading

Mrs. Moore introduces the lesson by reading a funny poem by Shel Silverstein titled "SMART" from the overhead projector. The children laugh and beg her to read it again. One student declares that he would "know better" than the boy in that poem would. Mrs. Moore agreed, "That is right! You third graders know all about making change and counting money." They discuss the mistakes the boy made by changing his dollar for two quarters—because, as the poem said "everyone knows that two is more than one".

The children tell the teacher how to mark the rhyme pattern in each verse. They easily find the rhyming words that end each line. They note that the pattern is ABCAB.

The ESL student form Korea asks if a poem of one hundred lines could be written with all lines ending in the same rhyme. His question is not clear and several children, as well the intern, try to clarify and explain his question. The discussion continues for a minute or two and the ESL boy attempts to give up on his question once or twice, but the

teacher persists until she is able to answer the question[5]. Later, the same boy restates another question asked by one of his desk mates. "He can figure out what other people say, but sometimes we can't figure out what he is trying to say," says a little girl sympathetically.

Meanwhile, the intern looks in the rhyming dictionary that the children use often when they are writing their poems, and finds that a poem with an "ate" rhyming pattern could indeed have more than one hundred lines. The children responded enthusiastically with "WOW" and "Cool." One boy says he was going to try that someday.

Math

The math lesson is a review of decimals using money—2 and 47/100 is $2.47. The children seem to have grasped the concept and answer with ease. The ESL students have no more difficulty than the others do. Mrs. Moore corrects one of the ESL student's form on one question. The boys work together eagerly to answer each question and volunteer to answer aloud often. One tries to answer one question, but struggles with finding a word and the other ESL student supplies the word for him[6].

---

[5] The teacher was patient and conveyed the impression that what the ESL student had to say was as important as anyone else. The other children were also sympathetic to the problem of making one's self understood. They were accepting and patient.

[6] By this time in the school year, the two ESL students in this class often acted as their own peer tutors, although the teacher had paired them with English speaking students in their first few weeks in the classroom.

After three sample problems, Mrs. Moore has all the children work four problems on their white boards[7]. She rotates around the room giving encouragement and awarding tickets for correct answers.

The next set of problems is more complicated and Mrs. Moore cautions them, "Remember to write the fractions as money." One ESL student is confused because her previous instructions were to write the number as a decimal.

"Money?" he asks.

"Yes," says the teacher, pausing to let him think[8].

"You mean decimal?" he asks hesitantly.

The teacher pats him on the head, "Yes, in this case, they are the same." The boy smiles broadly and quickly finishes the assignment.

Recess

At recess, most of the ESL students run and play with their peers. However, one ESL student complains to another teacher, Mrs. Coles a first grade teacher on duty that she does not have anyone to play with. The teacher sends her to join the two girls who are playing nearby. They readily accept her into their game. "She would rather hang out

---

[7] White boards were another way that the teacher provided for participation of all the students.
[8] The teacher often gave the children time to think about a problem instead of always supplying the correct word or number. This encouraged the ESL students to think and to develop their vocabulary.

here with me," the teacher explains. "I have had to limit the number of times she talks to me during recess. She has a lot more fun when she plays with the other children."[9]

Language Arts

Language Arts begins around 10:30 with spelling. The students work on a review page from the workbooks. All of the students work quietly for a time, then whispering breaks out. The ESL students help each other with the assignment, but are sidetracked by something that both find extremely funny. Mrs. Moore announces that any unfinished work will go home as homework, and the class quiets down. One ESL student brings his paper to her to explain that he has not finished.

Mrs. Moore pats him on the shoulder. She understands that he means that he hasn't had time to finish. She says, "Then it is homework." The boy groans, returns to his seat, and finishes the assignment in a moment. He places the completed paper in the grading basket just as the teacher instructs table representatives to come and collect reading texts for their table[10].

"We need to learn six words before we begin this story," says Mrs. Moore as she cleans and focuses the overhead projector. She writes the first word, *alphabet* and asks for a volunteer to define the word.

---

[9] The teachers encouraged the students to work and play independently. In this case the little girl could do very little class work independently, but the teacher persuaded her to play with the other children to socialize and to practice communication.

[10] The ESL student were familiar with the class routines and were assigned "jobs" from the beginning of the year. In this way they could participate in class activities without having to verbalize.

"It's our letters," declares a precocious blond sitting just behind the projector. Another boy points to the letter cards above the blackboard.

"That's right," Mrs. Moore writes her definition. "Does every country have the same alphabet?" Most of the children nod. The ESL students shake their heads vigorously. "Does Korea have the same alphabet?" she asks the ESL student from there.

"No, way!" He asserts with a vigorous shake of the head.

"How about Japan? Do your letters look like this?"

"No. It is kind of not like an alphabet, but it is." He scratches his head, trying to explain. The other students look surprised and want to know what both alphabets look like.

Mrs. Moore moves on to another student, "You spend some of your summers in Venezuela, do they use the same alphabet?"

This boy, who is fluent in English and Spanish, answers thoughtfully, "They use the same letters, mostly, but they don't pronounce them the same."

"So class, don't think that every country uses the same alphabet that we use." Mrs. Moore writes the next word on the overhead—*magic.*[11]

---

[11] The teacher was pointing out cultural differences to the children and was educating them about languages other than their own. These questions gave the ESL students opportunity to share little about their country and also gave value to their own culture.

The class continues with the ESL students volunteering information and participating in discussions. The ESL students laugh when the definition for *tales* is given as the one word "stories". They feel that it is too short; that a definition can not be only one word.

Mrs. Moore explains that in this case it does. Then the word *barrel* is introduced. "What does a barrel look like?"

The ESL student shrugs and another student volunteers to draw an example of one on her white board. Several children give that a try. Mrs. Moore compliments each, but none are very accurate. Mrs. Moore has the children look at the picture in the reading book, which the ESL students understand. "There is nothing like a picture to explain what you mean," says the teacher[12]. She finds pictures in the book for the words *lantern* and *salt works.* The children read the story silently for several minutes before the teacher instructs them to put away their books and take out their Daily Word notebooks. The assignment is to change the words to past tense.

"What happens when we add '-ed' to these words?"

An ESL student volunteers to answer and gives a correct answer.

The teacher goes on to the next word in the list. "How would you spell 'lifted'?" The student asks about irregular spellings then gives the correct answer.

---

[12] The teacher used visuals whenever possible. Pictures from books and charts help the ESL student to connect words with items.

Another student spells "saved" correctly explaining that the "e" is dropped before adding "-ed".

"It would be funny if it was "s-a-v-e-e-d!" laughs one of the ESL students.

The lesson proceeds smoothly until a homophone is encountered "pair—paired". The ESL student from Korea has the wrong answer in his notebook. "I love working with homophones, but I know it must be confusing for people from other countries," says Mrs. Moore. She turns to a former ESL student, " Did you have trouble with those kinds of words last year?" That student admitted that she did, but that her parents worked with her to overcome the problem[13].

"How do you keep not and knot straight?" asks Mrs. Moore. The children say books, dictionary and almanacs.

"What is knot?" asks one of the ESL students. Mrs. Moore brings a student in tennis shoes over to his desk to show the knot in her shoelace.

The Language Arts portion of the day concludes with instruction on adverbs. The teacher makes a chart on the overhead with the words "when", "where" and "how" across the top. The children do the same on their papers, but one of the ESL students has to correct the other's form. The students identify adverbs in three or four sentences using the clue words.

---

[13] The assistance of parents was mentioned by many of the teachers. Those parents who spoke and read English well we able to tutor and help their child with homework.

At a quarter after twelve, the children line up for lunch. Two of the ESL students go out together. The teacher explains that although they are not from the same country, they have become fast friends.

Science and Social Studies

When the children return from lunch and recess, Mrs. Moore shows an educational video about the water cycle. The Discovery Channel production is beautifully filmed, accurate, and developmentally appropriate. The children are enthralled for all twenty minutes of the video. They respond with laughter at appropriate parts, and comments of "Whoa!" and "Ohh! That's awesome!" Several children take notes on their white boards. The session ends with a few oral review questions that show that the children had taken in quite a bit of information[14].

Only a few minutes remain for Social Studies. Mrs. Moore displays the song, "Wakko's America", that the children are using to memorize the states and capitals. The children underline the state names in red and the capital names in blue on their paper copies while Mrs. Moore marks the poem on the overhead projector. Washington D.C. is marked with a green line. The children work on memorizing the first two verses and sing the song with the cassette recording[15].

---

[14] The language of the video was simple and repetitive so that the ESL children could learn the new vocabulary. The children had previously read the section about the water cycle from their text books, so this was a visual reinforcement of what they had already discussed.

[15] Jazz Chants are a popular ESL method described in Chapter 2. Combing music, rhythm and vocabulary is an effective method.

The day ends with a fire drill. The ESL students are familiar with the routine and do not react any differently than their peers. After returning to the classroom, the students quickly prepare their homework and pack their backpacks. Overall, the language instruction and interaction in the target language has been phenomenal.

Summary of Part 2

The observations showed that the teachers were including the ESL children in classroom activities. They used a variety of strategies to teach all the children and took time to directly instruct the ESL children in language learning. The strategies they demonstrated and others will be discussed in the next section.

Part 3: General Information from the Teachers

Introduction

The data in this section deals with general matters that the teachers shared in the interviews. They have to do with things other than specific teaching strategies, but affect the running of the classroom or teacher motivation. The following table (Table 4.1) shows the aspects of teaching and the classroom environment that will be discussed. The data in this section cover frustrations and rewards that the teachers felt when they were suddenly confronted with an ESL student as well as peer interaction they observed, cultural enrichment that they encouraged and communication strategies.

Table 4.1—General information from teachers

Teacher Frustrations	Rewards for teachers	Acceptance by Peers	Cultural Aspects	Communication with Families
Older children	Learning about a culture	Classmates	American Culture	Difficulties
Time in pull-out programs	Enjoyment of children	Acceptance	Comparing Customs	Methods of Communication
Speaking another language	Companionship	Welcoming behaviors	Food	Written Communication
	Thank-you Gifts	Communication with peers	Home Culture	
		Recess	Becoming Americanized	
		Willing to Assist	Value of Education	

Teacher Frustrations

Some of the teachers, who taught **older children**, experienced frustration when a beginning ESL student was placed in his/her classroom. While the teacher enjoyed the child, it was difficult to meet his or her needs while teaching the rest of the class. "The most frustrating thing for me last year was not having a second body in the classroom, so someone could give her one-on-one time" (Appendix A, p. 129)[16]. This teacher explained that on the rare times that they could get away together, the ESL child "was able to absorb a great deal of vocabulary" (Appendix A, p. 129).

Many of the teachers felt that the **time that the children spent in pull out classes** was not enough to teach them all they needed to know. Although she was being pulled out a couple of times a week, it was not enough time to make up for a lifetime of learning English.

Another teacher wished that she could **speak a little of another language** so she could communicate with the children. She realized that it would be of little benefit, however, if she spoke a little Spanish and her children were from Iran and the Ukraine. Another teacher suggested that the major languages in their school district ought to be represented somewhere in the grade level or in the building.

[16] The dates of the interview are withheld to protect the anonymity of the participants.

Rewards for Teachers

Although there was some frustration, the teachers remarked that having an ESL child in the classroom was a rewarding experience. In fact, one teacher said, "It was really rewarding because you **learn about a different culture** and they share so much!" (Appendix A, p. 130). The children shared traditional art, snack foods, photographs, costumes and stories from their own cultures.

All of the teachers voiced their **enjoyment of the ESL students**. Any frustrations they felt were with lack of time and expertise, not with the children themselves. One teacher said, "It felt good to teach someone from another country."

Companionship was a rewarding experience. In the classroom where there were multiple ESL students, the two boys sat together, played and ate lunch together. Although they did not speak the same home language, they were good friends. The teacher enjoyed watching their camaraderie. In another case, the teacher expresses enjoyment of having another minority in the classroom. She said, "It was a blessing to have Mashoko [because] that made me not the only minority in my classroom" (Appendix A, p. 130).

Several of the teachers received special **thank you gifts** and notes from the ESL children and their families. Another teacher especially enjoyed the origami flowers she received during teacher appreciation week. The class enjoyed learning about another culture, appreciated their attitude toward school, and rejoiced at the rapid progress that the children made.

Acceptance by Peers

The teachers noted that the **classmates** of the ESL students also benefited. "It was a definite plus," said one teacher, "Because the other students get to experience another culture" (Appendix A, p. 130). "I think that the United States continues to change so much that it is important for them to realize that there are different kinds of people in the world" (Appendix A, p. 141).

Each teacher described ways the ESL student was accepted into the classroom. The following are different ways the teachers described the actions of the other students in the classroom:

- They welcomed these new ones with open arms
- They went out of their way to help
- They gave encouraging smiles
- They loved having him/her
- They migrated towards him/her
- They sensed his/her difficulty
- They gave him/her comfort
- They wanted to play with him/her
- They wanted to learn from him/her
- They "pulled him along" until he/she learned the class routine
- They were open and accepting
- They were motivated by his/her progress

Indeed, only one teacher reported other than **welcoming behaviors**. In that case, a boy repeatedly teased the ESL student; she did not know the English words to stop him, so she "knocked him across the head and kicked him in the foot" (Appendix A. p. 137) before the teacher could separate them. The teacher was able to share alternative ways to respond to teasing, but she said the boy left the ESL girl alone after that.

Some students **communicated with their peers** without speaking. One ESL student was a non-speaker in any language. His English reading and writing skills were fairly strong, but he preferred not to speak unless it was necessary. He was able to communicate with his peers somehow, though. The teacher had not decoded their system, but the boy's friends were able to explain his difficulties, successes, and points of view accurately. They played and worked together successfully.

One little girl was hesitant to play with her peers at **recess**; she preferred to stand with the teacher. The teacher encouraged her to play with different children and it was not long until she spent all her recesses with her peers. Another teacher pointed out children she knew would be accepting and asked them if the ESL student could join their game.

The usual reaction to an ESL student was positive. The other children in the classroom realized that the ESL student entered the classroom with a disadvantage, but were generally more than **willing to assist**. "The other children are just thrilled when she says something in English! They immediately come and report her new words to me" (Appendix A, p. 137). Another teacher had an ESL student who knew very little English,

but the other students learned to interpret his facial expressions. "He would get this look on his face and the other children would comfort him, saying, 'It's okay, this is where you go' or 'Just glue it here'" (Appendix A, p. 137).

Several of the teachers expressed that the other children "do more language instruction than the teachers do because they are around them continuously and have so much in common" (Appendix A, p. 134). They appreciated the acceptance and assistance that the ESL student's classmates gave.

Cultural Aspects

The teachers interviewed for this study claim that ESL students in these Knox County schools learned as much about **American culture** as they did about the English language. The teachers took time to explain American holidays such as Halloween, Valentine's Day, and St. Patrick's Day. They compared holidays that the children had in common, like Thanksgiving and Christmas. Peers of the ESL students eagerly explained Americanisms such as the Pledge to the flag and Presidents' Day.

One teacher also took class time to compare **customs** and good manners. The ESL student from Japan explained to the class that they would take off their shoes before entering their house and even had inside shoes at school. He demonstrated the use of chopsticks for the class and many of his classmates practiced the techniques. The class enjoyed comparing the cultures.

An ESL student from Turkey was hesitant to taste **classroom snacks or cooking** projects for fear that they might not meet Muslim food restrictions. His mother prepared his lunches and snacks and he was careful to eat only those things. One of the first words he spoke was "Pork?" when he pointed at a cookie or snack that the class had just made. The teacher and the mother worked together to assure him that the ingredients met the necessary standards and finally in March he willingly took a cookie.

The older ESL students were willing to share aspects of their **home culture** with their classmates. (Kindergarten children in these classrooms did not share as much as the older students did). One child "enjoyed telling about his country and being in the spotlight" (Appendix A, p. 134). Another eagerly showed the other children how to do different things with jacks and jump rope. Others brought pictures, examples of writing, and snacks to share with the class. Two of the third grade ESL students even taught their classmates words in their home language. One of those children used a Vietnamese/English picture dictionary to teach vocabulary to her classmates.

Although the ESL children shared information about their own culture, some of them were eager to **become Americanized**. One boy wanted to Americanize the pronunciation of his name, another took an American name altogether. One child had already developed "a southern twang" to some of his pronunciations. Some of the children were hesitant to say words in their own language, or to share cultural things. The teachers said that this appeared to be because the child wanted to be like his/her peers (Appendix A, p. 143).

Some of the ESL children expressed excitement about Americanisms that the other children found passé such as Happy Meals, Power Rangers, prizes in cereals and broadcast television.

The teachers were impressed with the **value the families of the ESL students placed on their education**. "They come from cultures where education is very important and the children are encouraged to work very hard" (Appendix A, p.144). Another teacher said that education was the family's "number 1 priority." Some of the families even sent their child to an extra day of school on Saturdays to be trained in the language and culture of their home. The teachers mentioned Chinese, Vietnamese, Korean, and Japanese schools that meet on the weekend. "The families are so dedicated—she goes to school with us for five days, and then she goes to Japanese school all day Saturday" (Appendix A, p. 144).

Some of the parents were interested in the rank of their ESL student as compared to the rest of the class. Since this is not customarily figured in primary grades, the teachers were taken aback.

Only one of the teachers had a child whose parents did not place a high priority on her schooling. That ESL student missed quite a bit of school. It seemed that when anyone had a doctor's appointment, all of the children in the family missed school to go. On the whole, the teachers were pleased with the support and interest shown by the families of the ESL children.

Communication with Families

The **difficulty of communicating** with the families was a major issue with all of the teachers interviewed. "You have to learn to communicate with the children, but you also have to be able to communicate with the parents and sometimes that can be harder" (Appendix A, p. 141). One father was on the verge of being quite offended when the teacher expressed her sorrow that the ESL child would be moving. She said, "Oh, I wish she didn't have to go, I love her so much, I could keep her forever." The father took her statement literally and looked angrily at the teacher until she explained that her words were only meant to express concern (Appendix A, p. 141).

Many of the parents knew little or no English; therefore, the teachers and parents came up with the following alternative **methods of communicating**. The following are examples of communication described by the teachers:

The teachers...

- Provided a flip booklet that explained the procedures and events in kindergarten
- Provided written notes for all communication (mother reads, but does not speak)
- Talked face-to-face but not by phone
- Encouraged the parents to bring a friend to conferences to translate
- Sought assistance from the ESL County Office in finding a translator
- Asked for assistance from the principal who found someone to translate
- Received assistance from a kindergarten classmate, who spoke English and Turkish, to help the child get settled on the first day

The parents…

- Had an older sibling fill in forms and permission slips
- Asked an Uncle or Aunt who have been in country longer to serve as translator during conferences
- Wrote notes to explain how she had helped with homework

The administration

- Found interpreters for parent-teacher conferences

Written communication was the most common solution to everyday exchanges. Although the parents may have had minimal verbal skills, most understood written English. The teachers were able to send homework assignments, skill sheets to work on, and discipline notes, all with positive results.

Summary of Part 3

These strategies were reported by the classroom teachers as ideas to keep the classroom running smoothly. The data in this section covered frustrations and rewards that the teachers felt when they were suddenly confronted with an ESL student. In addition, the teachers shared ideas to foster peer interaction, cultural exchange and enrichment as well as communication strategies for dealing with non-English-speaking parents.

Part 4: Teacher Reported Student Strategies for Learning

Introduction

The teachers interviewed for this project were impressed with the motivation and diligence of the ESL students in their classrooms. While they used many strategies for language instruction, the attributed part of the success of these students to strategies the children used to enhance their own learning. The teachers noticed and encouraged the children to make use of these strategies.

The following section describes the strategies used by ESL students. They are summarized in the following table (See Table. 4.2). The teachers reported that the ESL children used these strategies to do their class work, to communicate with others, to participate in class activities and to learn the target language of English.

Table 4.2—Teacher reported student strategies for learning

Class work	Communicating	Other
Translating while working	Silent communication	Participating
Questioning	Using First words	Maintaining a Positive Attitude
Attempting New Material	Talking to peers	Doing Extra Homework
Learning from Peers	Communicating Orally	Attempting Grade Level Work
	Sharing	Taking Learning Leaps

Student Strategies for Class Work

One of the class work strategies was **translating while working**. The teacher reported that the ESL student would take much longer to do seatwork than her classmates. The material was a little challenging for the girl, so she would mentally translate the questions and her answers into her home language before writing the answer in English.

A primary strategy for learning and getting teacher attention used by the ESL students was **questioning.** "If she has a question, she'll say, Mrs. Lentz, I just don't know what they are asking here" (Appendix A, p. 138). Other students asked about holiday traditions and American customs. They would often use questions like-- "What's this?" and "Why is that?" For example, one student asked what was in the cookies and another asked why the class was celebrating Valentines Day (Appendix A, 138).

The students also asked questions about procedures, directions and language clarification. In one observation session, the ESL student asked for clarification on an assignment, and then later asked for explanation of a new vocabulary word. The ESL teachers also reported that they frequently asked the ESL students if they had questions, which fostered this learning behavior.

"He wants to tackle anything we are attempting" (Appendix A, p. 138), said one teacher about her student's attitude toward learning. The ESL students increased their learning by **attempting difficult assignments**. "Even though he did not understand everything, he did the same work and now he is on grade level" (Appendix A, p. 138).

The teachers found that challenging the students to attempt assignments, reading material, or new vocabulary increased their learning.

The teachers indicated that the ESL students' **peers** were their greatest assistants in working with the ESL students. First words and phrases were usually spoken to peers in small group settings. "I heard a conversation going and he was talking in complete sentences—in English!" said one teacher (Appendix A p. 138). This teacher had not heard the ESL student speak at all. Another teacher reported that the children carried on conversations, worked through problems, socialized, and made friends outside at recess. In the classroom, table partners, peer tutors and "buddies" were invaluable to the teachers for their direct instruction in language. They pick up the language quickly because they learn from the other children.

Student Strategies for Communicating

ESL students begin communicating with facial expressions, pointing, and gestures even before they begin to speak in the target language. This is called **silent communication**. "At the beginning of the year, the kids would talk to him and he would smile, but he never said anything" (Appendix A p. 138). The teachers encouraged participation in class activities using these methods. They would ask the child to respond by pointing to the correct answer or indicating the matching pictures.

As indicated above, the teachers sometimes overheard the **first English words** spoken by the ESL student. At other times, another child would report the words with great enthusiasm. " The first time they actually heard him talk was at the playdough table.

Robert told me, 'I know he knows how to talk. He's talking our language over there!' " (Appendix A, p. 138). This student was able to communicate with his classmates without speaking aloud.

One teacher stated that while the ESL child was **talking to peers** and in small groups, it was several months into the school year before she was willing to answer in front of the class or read aloud. The small group settings and informal class times allowed the ESL children to practice their English in a secure, non-threatening environment.

In one classroom, the children made speeches. The ESL children were able to practice **oral communication**. One student made a remarkable speech about the differences in North Korea and South Korea when the nations came up in recent news events. He wanted the class to know that he came from South Korea. Other students were eager to share stories about their home country, tell about candy or foods, and demonstrate crafts. Being considered the expert and passionate feelings emboldened the students to speak aloud when previously they had shown reluctance to do so.

Many of the teachers mentioned items and pictures that the ESL children **shared** with their classmates. The ESL children shared snacks, art projects (origami), native crafts, and stories. This enabled the whole class to compare aspects of the cultures and American traditions.

Other Ways of Learning

The teachers said that active participation and eagerness to take part as the primary reasons for the ESL children's rapid rate of learning. The teachers encouraged **participation** with good teaching strategies, which will be discussed in the next section, but those strategies would not have been viable if the ESL child had not been willing to participate. "He would just jump right in and participate in anything we are doing" (Appendix A, p. 138). Even if the material was new or the concept was strange, the ESL children were eager to take part.

The teachers maintained that a **positive attitude** toward school and learning English helped the ESL children to progress quickly. They said the children were eager to learn, were happy to be in their classroom and worked diligently. "They come from cultures where education is very important and they work really hard!" said one teacher (Appendix A, p. 144).

Some of the ESL children sought assistance from their parents. The teachers reported that the parents helped with **homework**. The parents drilled and practiced new and difficult material at home. Mrs. Moore would write a note home for the mother to work on a reading skill or spelling list. The next day the ESL boy would proudly display his new ability and a note from the mother saying they had worked on that skill. Not all the parents were able to give direct help with homework as that mother did. The parents' lack of phonics or auditory discrimination skills in the English language would hamper

their ability to help. However, the teachers reported that their attitude and support of education were of great help to the children in spite of language difficulties.

The kindergarten teachers stated that the ESL children were not far behind the rest of the children in learning the basics of reading—alphabet, words are symbols, and the use of books. In this sense, they were working on **grade level**. As one teacher said, "There is not much difference because they are all at such a rudimentary level" (Appendix A, p. 144). A third grade teacher stated that the ESL children she had worked with were eager to attempt grade level work, even when it was beyond their ability. The children did learn from their experiences and continued to attempt grade level work. In one observation session, the teacher spent several minutes working through an assignment with the ESL child who was attempting a difficult assignment.

The teachers noticed that the ESL children made **"learning leaps"** that had little to do with their own teaching strategies. One teacher informed this researcher that her ESL student was progressing slowly with his writing skills. Several sample paragraphs had similar grammatical and vocabulary errors and were less than half a page long. In February, the teacher assigned reports on famous presidents. Her ESL student turned in a full-page paper with completed sentences, grammar corrections and developed vocabulary. The difference was quite spectacular and the teacher had no explanation for it (Appendix A, p. 138). Other teachers reported sudden changes in speaking aloud or reading fluency. A study of these learning leaps would make an interesting topic for further study.

More research should be done on the development of ESL students in the classroom and the strategies that they use to learn a second language. Studies have been done about learning in an ESL or pullout setting and in bi-lingual classrooms, but not about the strategies these students use in regular classrooms.

Part 5: Teacher Strategies for Learning

Introduction

At the beginning of the interviews, the teachers for this study were generally self-deprecating and hesitant to state that they had ideas that other teachers would be excited to use. However, once they started talking, all of the teachers shared many interesting strategies and procedures.

The table (Table 4.3) on the following page shows the strategies used by the teachers who were interviewed. The first category listed the introductory activities that the teachers used to establish rapport with the ESL students, the classroom setting and to introduce them to their peers. The second category lists strategies relating to the instruction of Reading and Language Arts. The third category dealt with other subject areas and the final category listed the procedures the teachers used to integrate the child into the classroom. Although the strategies were divided into four categories, any one strategy cannot be confined to just one area. The last item in the table, Comparing and Sharing Cultures, permeated all the categories and was used throughout the curriculum.

Table 4.3—Teacher strategies for learning

Introductory Activities	Language Arts	Content Areas	Inclusion
Providing Comfort and Security	Providing Direct Language Instruction	Integrating Subject Area	Ensuring Participation
Teaching Key Words and Procedures	Writing for Real Purposes	Providing Math Enrichment	Encouraging Independence
Teaching Procedures and Routines	Writing for Comprehension	Using Computer Technology	Clarifying Directions
Playing Ice Breakers	Reading Groups	Teaching Soc Studies & Science Comprehension	Using Cooperative groups
Providing Success	Reading Reinforcement	Teaching Social Studies and Science Vocabulary	Showing Visuals
Providing Peer Partners	Using Literature	Teaching Geography	Using White Boards
Seating positions—Front Row Joe	Developing Vocabulary	Teaching about Holidays	Using Psychomotor Learning
Teaching One-on-one	Idioms		Encouraging Student's Strategies
Preparing for New Students	Labeling Objects in the Room		
	Accommodating for Spelling		
	Graphic Organizers		
Comparing and Sharing Cultures			

Introductory Activities used by Teachers

The teachers used introductory activities to acclimate the students to the classroom procedures, routines and environment. The immediate goal of the teachers interviewed, was to **provide security and comfort** for the new ESL students. While most of the students begin the year with their classmates, it was not uncommon for an ESL student to start at any time during the school year. One teacher said it helped if the ESL students came in later in the year, because the other students were familiar with the routine. The class was then able to help teach the new ESL student the routines and procedures of the classroom. Whether they started at the beginning of the year or later, the teachers hoped to, "make sure that they understood what to do and make them feel at home, comfortable and not afraid" (Appendix A, p. 131). They accomplished this with smiles, words of encouragement, pats on the knee or shoulder, hugs, assistance with work and peer partnerings.

Once the students were comfortable in the classroom, teachers taught **key words**, such as bathroom, teacher, desk, pencil, paper, and other classroom items that the child would need to know in order to function effectively. Other key words were the names of important people—the teachers, assistants, and classmates. The teachers helped the ESL children to become familiar with their new surroundings. Either the teacher or the peer partner would show the ESL student around the building in order that he/she could locate the bathroom, lunchroom playground, library and office. This familiarization was another way that the teachers helped the ESL children become comfortable in their new school.

One teacher accomplished the **teaching of procedures and routines** by making picture cards. The cards showed the child what to do for the bus, dismissal time, how to head papers and where to go for gym or library. Another teacher wrote out directions on chart paper for all class projects. Beside each step was a simple line drawing to help the non-reading child understand what to do—a crayon meant color, a pencil meant write, and scissors meant 'cut out'. This helped all the children to follow the directions accurately.

A third grade teacher played an **icebreaker** with her children that helped the class to include the new ESL student. Every child put one shoe in the middle of the floor, then on "go" everyone grabbed a shoe. Afterwards they each had to predict whose shoe they had claimed. The students had expected that the ESL child would wear something unusual, like shoes from her native costume, and were surprised that she was wearing tennis shoes (Appendix A, p. 131). It was an eye-opening experience for the class to learn that they had more in common with a girl from Turkey than they thought.

In the first few weeks of school, the teachers were careful to **provide success** for the ESL student. They asked questions that could be answered non-verbally and later, questions they were sure the ESL child knew. This gave confidence to the ESL child and encouraged him/her to attempt to answer and participate in class discussions. The numbers and symbols for math are universal, so the ESL children were able to experience success in that area. The teachers capitalized on this ability by praising and encouraging the students.

Many of the teachers employed **peer partners**, or "buddies" as a primary method of acculturating the new ESL student to the classroom environment and routine. The "buddies" were responsible for the following:

- Guiding the new student through the school building
- Acquainting them with schedules and routines
- Instructing in procedures such as paper headings, where to store books
- Explaining directions
- Assisting with assignments (but not doing it for them)
- Talking to the teacher on their behalf
- Playing with them at recess
- Comforting, mothering and nurturing (Appendix A, p. 134).

The Buddies were selected for their kind and nurturing natures and because they knew the expectations of the teacher. In that way, the teacher could be sure that the ESL child was guided in the right way. A peer partner provided security and comfort to the new student and was an invaluable aide to the teacher.

Several teachers reported that they **seated the ESL child near the front** or near the teacher's desk so that they would be able to catch fear or frustration and would be aware of the needs of the ESL child. "I made sure he sat up front so I could touch his leg or pat him on the shoulder or give him a warm smile" (Appendix A, p. 134). One teacher called this "Front-Row-Joe" and made it a place of honor.

Some of the teachers referred to **one-on-one** sessions with the ESL children. Although the opportunity to spend one-on-one time with a student is a rarity, those times they were able to carve out of the busy day were fruitful. "We could speed through vocabulary when we were one-on-one! I took her outside and we were feeling trees, the leaves and all kids of stuff" (Appendix A, p. 135). Another teacher assisted the ESL child with a math assignment. The child had not grasped the concept of telling time during the whole class session, but was able to complete the assignment with the one-on-one help of the teacher. One teacher, who worked closely in a team teaching situation, stated that she could give individualized tests to the ESL student while the other teacher worked with both classes together. While it may be difficult to spend time with just one student for extended periods of time, these teachers made the most of those few opportunities that presented themselves.

When the ESL child joined the class during the school year, the teachers were careful to **prepare their classes** for the arrival of a student who might be new to the country and speak very little English. One teacher said, "We talked about the fact that she was going to be nervous, just like they were on the first day of school. They really went out of their way to give smiles and encouragement" (Appendix A, p. 131).

Each teacher mentioned the impression made by the introduction of a new culture to the classroom. The previous section of this paper mentioned the ways that children shared their culture and the positive responses of their peers. The teachers valued and encouraged this behavior because they felt that it broadened the worldview of their class. One teacher stated that many children in this part of the state do not venture far from

home; so having a child in the class who had previously lived in another country was an advantage for them. "I think it is important to learn that not everybody all over the world does things the same way that we do" (Appendix A, p.131).

The **comparing and sharing of culture** was mention in conjunction with social studies, group work, writing, art, lunch and even recess. This interaction provided a way for the ESL child to bring something of himself to the classroom. The ESL children were able to contribute to Social Studies when they shared stories and items from their home culture. It enabled him/her to speak or write about his/her own background and experience. It also broadened the experiences of the Knox County children, some of whom have limited exposure to other cultures (Appendix A, p. 133).

Strategies for Language Arts

The teachers in primary grades spent a major portion of each school day on reading, writing, vocabulary development, spelling and other language related activities. This instruction was aimed at all the children; however, it benefited the ESL children as well. The teachers did take time to provide **direct language instruction** to the ESL children. As in the example shared earlier in the "Day in the Life" section, the teachers took time from whole class instruction to explain a new word to the ESL student. Another teacher took the ESL student outside and taught her a great deal of vocabulary.

Writing was an integral part of the teacher strategies to teach the ESL students. The teachers were able to see the improvement in language development by comparing writing samples. Modifications were made in some writing assignments in order to

accommodate the ESL student's abilities. They were allowed to write less or dictated the story to an assistant, but in each case sited, the ESL child was soon able to do the same writing assignments as his/her peers. One teacher reported that writing was evidence of the ESL child's learning leap. His weekly essays usually consisted of a choppy paragraph or two until his report on Abraham Lincoln, which was a full page with advanced writing.

Writing was a way that some of the children shared their culture. The teachers told the researcher about several writing samples by ESL students. One boy wrote and illustrated a book titled Zimbabwe, which was a comparison of American and Zimbabwean culture. He wrote, "In Zimbabwe, we do not eat at McDonalds, we eat *sudza*. In Zimbabwe we don't live in square houses, we live in round houses." He ended proudly with, "I am from Zimbabwe!" Another class was assigned to write about a special place. The ESL boy wrote about going to Japan and visiting relative.

The teachers also found that the ESL children responded well when they wrote for real purposes. One little boy wrote a thank you note to his teacher after the Christmas party. "The best Christmas party ever. The food was so good. I like it Bingo was fun, but I did not win" (Appendix A, p. 132).

Other teachers used writing to extend reading and to measure **comprehension**. After the teacher read aloud from The BFG by Rohld Dahl, the ESL student wrote the following story extension which the teacher read to the researcher: "At night, there was a big shadow I ever saw. I was very scared and the shadow moved. I go to the other

window and didn't see the shadow. I look down and there was BFG!" (Appendix A, p. 132). Another teacher used a graphic organizer called A Drawing Conclusions Chart (See Appendix C) that helped the children to review the material and find evidence in the text to support the statements they made. The chart required higher order thinking, but each student could respond at his/her own language level using phrases or complete sentences.

Knox County teachers use a variety of **reading groupings**. While most instruction was with the whole class, the teachers in this project used flexible grouping and skill groups. One teacher assigned the ESL student to two different groups—one at his interest level, where he could follow along with the reading, and another group for instruction in reading skills. This way, she reported, the students receive reinforcement on the skills, but are also exposed to reading on their understanding level (Ap. A, p. 130).

The teachers were assisted in meeting the individual needs of the ESL students because of the new **Reading Curriculum** that provided the following supplemental materials:

- Booklets that contain stories similar to those in the basal but on a lower grade level and have a controlled vocabulary
- Decodable readers
- One-paragraph summaries of the basal story on a worksheet
- Manipulatives that match the stories—sequencing cards, tiles, and animal shapes
- Picture and poetry cards

The curriculum that was recently adopted by Knox County was designed to be integrated. The phonics, spelling and vocabulary lessons are all tied to the basal reading lessons. The vocabulary and reading skills are reinforced in the basal and the stories are selected from authentic children's literature.

The kindergarten used **literature** everyday to complement the reading series and to enrich the weekly themes. The teachers also used authentic literature that originated in books, written by real authors and illustrated by real artists, in the form of picture books and books on tape to highlight science and social studies information. In one class that was observed by this researcher, the teacher used poetry by Shel Silverstein, a popular children's poet, to teach rhyming words.

Most of the teachers spent time each week **teaching vocabulary** to all of the children in their classes (see the Language Arts portion of A Day in the Life of a Classroom Teacher earlier in this chapter). However, one teacher pointed out that any word that posed a difficulty to the ESL student was discussed and defined whether it occurred in the vocabulary list or not. One teacher encouraged her ESL child to refer to a Vietnamese/English dictionary for any unknown word, while others relied on translation programs on the computer.

One of the kindergarten teachers found that **idioms** were a challenging portion of vocabulary development. The ESL student in her classroom was competent with the English language, but still found Americanisms like "fast food", "field trip", or "parking lot" to be confusing (Appendix A, p. 135).

Several of the teachers **labeled items** around the room—blackboard, chalk, eraser, file cabinet, window, door etc. This helped beginning readers and ESL students to become familiar with the names of items in the classroom and to build their vocabularies (Appendix A, p. 135).

Modifications were made for ESL students in **spelling**. The students were expected to learn fewer words for the spelling tests, and when possible the spelling tests and the weekly reading tests were given one-on-one. In this way, the teachers could monitor progress and make needed adjustments. The teachers who made these modifications said that the ESL students were working with the whole group and on grade level by mid-year (Appendix A, p. 136).

One first grade teacher explained how she used **graphic organizers** to include all the children in the reading and writing processes. One graphic organizer was used after a class trip, a hen graphic organizer was used to compare books, a flower chart was used after a phonics lesson, and a large flower was used as a prewriting graphic organizer. The graphic organizer was an excellent strategy because of the flexibility it provided for the children. They could participate in the class discussion when filling out the collaborative chart, and then respond on their own papers as their language allowed. Those children who were literate wrote full sentences, others wrote a word or two, and some drew pictures (Appendix A, p. 136; see also Appendix C for examples of the Graphic Organizers).

Strategies for the Content Areas

The teachers used more strategies for math, science, social studies and other content areas. It is hard to separate the subject areas from language arts, because the curriculum in the primary grades, especially in kindergarten, was **integrated** with literature and language skills. "Science and social studies are taken from the literature. When we read about leaves, we have a discovery table with all kinds of leaves that they can handle" (Appendix A, p. 133). The teachers read books about winter, introduced vocabulary about snow, the water cycle or the community when they covered those subjects in science or social studies.

Mathematics was one area where the ESL children excelled. "Math is a universal language and they do well with the basic facts and computation" (Appendix A, p. 136). The teachers were pleased that the ESL children had one area where they could do as well or better than their peers did. "Doing well in math gives them a foot up". One of the teachers explained that she enriched math for the ESL child in her classroom. "It makes him feel secure because he does well in that area" (Appendix A, p. 136).

Two teachers described a **computer program**, called the Rosetta Stone, that translated for them and the ESL student. This phenomenal technology translates written and oral work, and provides audio and visuals for new vocabulary (The program can be found at http://www.rosettastone.com/home).

The teachers who worked with older children (third grade) stated that the ESL children did have trouble with **comprehension questions in science and social studies.**

Although the ESL student may be familiar with the concept, they may not be able to put an answer into words. For this reason, the teachers would modify the assignments—giving fewer questions, opting for oral answers, or allowing alternative methods for answering. Another method that they found effective was to find simpler reading materials on the same topic. They provided picture books, controlled vocabulary texts and books on tape to convey the same information that the other students read in the Science or Social studies texts.

The controlled **vocabulary** texts and picture books reduced the number of words the ESL child needed to know to understand the science or social studies topics. One teacher said, "His vocabulary is not developed in those subjects for him to be able to relate an answer" (Appendix A, p. 133). The ESL children's limited vocabulary was an obstacle that the teachers worked to overcome. A primary teacher stated that she "drills and drills" the ESL student on needed vocabulary (Appendix A, p. 133).

The ESL Children were able to contribute to discussions of **geography**. The children had more awareness of the world than many of their classmates. "When he looks at a map and sees Africa, it means something—the place, the distances, the people" (Appendix A, p. 135). The teachers ask for their assistance when locating things on the map or globe.

The ESL children were able to enrich discussions on **holidays** and traditions by comparing American traditions with their home cultures. "Whenever we have a holiday, we talk about what is customary in their country to do" (Appendix A, p. 131).

Strategies for Inclusion

The teachers encouraged their ESL children to **participate** in all class activities. Most of the ESL students were not able to accomplish every assignment at the beginning of the year, so the teachers made modifications so the child could be included in each activity. "I made sure that everyone is going to be included no matter what. I would call on her and if she didn't understand, we would walk through until she knew what I was asking and then she would try her best" (Appendix A, p. 133).

The teachers felt it was important to expose them to materials that were on grade level, even if they did not understand everything they read. The ESL students progressed quickly in spite of the challenges placed before them. One teacher hesitated to include the ESL child in the Spanish lessons in her class. The children learned simple vocabulary such as counting, days of the week, and names of common items. The ESL child could tell the difference between the English and the Spanish words and was able to learn both.

As mentioned before, the teachers asked the ESL children to participate in non-verbal ways before they were able to express themselves. The students held the flags, pointed at the chart, held the book and other activities that ensured they felt a part of the group (Appendix A, p. 133).

In most cases, after the first few weeks of school, the teachers encouraged the ESL students to work more **independently**. They asked the peer partners to reduce the amount of help; that is, to show the child HOW to do an assignment, but not do it for them. This encouraged the ESL child to begin to work independently. The teachers also

encouraged the ESL child to branch out socially. "At first she only spent time with her peer partner, but now I can see her branching out and reaching out to other children" (Appendix A, p. 135).

In some cases, the ESL children had to gain independence from parental assistance. One of the kindergarten teachers reported that the parents of the ESL child in her classroom tended to linger after the school day had begun. "The mother wanted to sit on the bench with him, and she wanted to go to his table with him" (Appendix A, p. 135). The boy soon became comfortable in the classroom so the teacher was able to wean the mother away.

The teachers reported that giving **clear directions** was important for the ESL child to be successful. In one observation, the other children helped with restating the teacher's instructions and the student's question. Another teacher said she would restate directions individually or in a small group setting to ensure understanding. "I find other words to help them understand and that seems to help" (Appendix A, p. 136).

The teachers found that small groups and **cooperative groups** provided a safe environment for the ESL child to attempt new language skills. The teacher made certain that the other children in the group would be inclusive and encouraging. One teacher told about a little boy who was so excited to tell her that the ESL student had just spoken his first English words. The small group was designed to encourage active participation and talking in a comfortable setting which was optimal for attempting new skills.

In the primary grades, the use of **visuals** was an effective tool to use with all the children, and was a method espoused by ESL teachers as well. All of the teachers mentioned the visuals they used with the ESL children such as picture directions, pictures of new words, or pictures in books. "When you teach the word ball, you show a picture of a ball" (Appendix A, p. 131). One teacher was careful to use visual representation even in math. She would write out all the problems on the board so when she would say 200,000 the ESL student could see that she was writing the symbols. Primary teachers used this strategy will all their children on a daily basis, but they recognized how important it was for the ESL children to link new words with a mental image.

Many of the teachers have the children write responses on **individual-sized white boards**. This was another strategy that gave the ESL student a chance to attempt and visualize answers. In one class, the teacher dictated three or four problems, then gave the children time to work the problems. This procedure gave the ESL children time to clarify directions, do the work, and receive individual feedback from the teacher.

Several teachers incorporated **psychomotor learning** into their classes to encourage the ESL child and provide another avenue of success. One teacher reported that the ESL child had excelled in the class presentation of a hula-hoop routine for a PTA program (Appendix A, p. 136). Another child impressed the students and teachers with his prowess in Taekwondo that he presented for the school talent show. Several ESL students participated in the Kindergarten musical about color performed for the parents. The ESL students observed in this program may not have known all the words, but they

knew the motions and intently followed every song. The children and the parents in the audience seemed to enjoy the performance immensely (Appendix A, p. 136).

The teachers talked about all the **strategies the students** used to increase their own learning. They were not only aware of these strategies; they encouraged the ESL students to augment their language learning. They were impressed with the amount of learning accomplished by the students.

Chapter Summary

In this chapter, the researcher examined the data to identify patterns and themes (codes) from the transcripts of the 10 interviews and the running records of the observations from the two classrooms into categories and discovered several patterns. Teachers employed numerous effective teaching strategies and accommodations. Every teacher interviewed proclaimed that they and the classmates of the ESL students were better for the encounter.

This chapter was divided into five sections. An introduction that described the procedures, the participants and the rich cultural heritage of the students. The second section described a "Day in the Life" of a Classroom Teacher with ESL Students in order to demonstrate the way that teachers integrated teaching ESL strategies into their regular teaching . The third section provided background information that affected the strategies utilized by the teachers. The fourth section contained strategies that the teachers observed in the students. The fifth section described the strategies used by the teachers.

The teachers related these strategies to this researcher. Assuredly, they only scratched the surface of what the teachers do everyday to reach out to the ESL children in their classrooms and teach them the skills needed to progress in school. However, this chapter discussed many important strategies that education leaders encourage classroom and ESL teachers to practice.

Chapter 5: Summary, Conclusions, Implications and Recommendations

Synopsis

Chapter one presented the purpose of the study. This study examined the adaptations, and accommodations made by classroom teachers when they have an ESL student in their classroom. The intent of the researcher was to uncover, through interview and observation, what actually occurs in these mainstream classes to facilitate learning for ESL students. Through analysis of the data the researcher proposed that she would reveal rich information about the classroom teacher's uses of those methods, which are effective with first language students, with the ESL students in her classroom.

The second chapter contained a review of literature, which took the reader through the development of ESL methods, successful classroom strategies and the impact of holistic methods on students in other cultural settings. The review of literature demonstrates that children learn better when instruction, activities and environment are rich with literature and make connections to their world. The researcher expected to hear about and see teachers implementing these methods in their classrooms.

In chapter three, the methodology of this study was presented. It included the research question, the selection of participants and a discussion of the interview. This study used qualitative research methods. The purpose of this study was to determine what, if any, strategies and accommodations that primary school teachers use with the ESL students placed in their classroom. The researcher and her committee decided that

the best way to accomplish this would be to conduct interviews with teachers who work with ESL students and to further enrich and confirm the data by observing in some of the classrooms.

Chapter four described data relative to the research question: *What strategies, if any, do classroom teachers utilize with the English as a Second Language student to facilitate his learning the English language?* The data consisted of transcripts of interviews and observation notes. The researcher analyzed the data to find themes or patterns (codes). Selections from the data were presented in narrative form.

Conclusions

Qualitative research does not arrive at statistical significances or numerical differences, neither does it deal with treatment or percentage of improvement. However, from analysis of the data much can be learned. In this study, the researcher reached six conclusions after analysis of the data.

1. The classroom teachers in this study, do use a variety of teaching strategies that are recommended by the leading ESL and classroom educators. The data collected in this study showed that each teacher used some of the following techniques:

- Providing comfort and security
- Teaching key words
- Playing icebreakers
- Providing success
- Seating positions

- Teaching one-on-one
- Preparing the class for new ESL students
- Providing direct language instruction
- Writing for real purposes and comprehension
- Reading Groups
- Reading reinforcement
- Using literature
- Developing vocabulary
- Teaching idioms
- Labeling items around the room
- Making accommodations for Spelling
- Using Graphic Organizers
- Integrating subject areas
- Providing enrichment in math
- Using computer technology
- Teaching Science and Social Studies comprehension
- Teaching Science and Social Studies vocabulary
- Teaching geography
- Teaching about holidays
- Sharing and comparing cultures
- Challenging the students to attempt new things
- The use of visuals and manipulatives
- Cooperative and small group activities
- Ensuring participation
- Encouraging independence
- Clarifying directions
- Using cooperative groups
- Showing visuals
- Using white boards
- Using psychomotor activities
- Encouraging student's strategies

2. The ESL students were actively involved in classroom activities and lessons. It had been the researcher's experience in the past to see ESL students who only sat during class and made no effort to participate. The researcher expected to see and hear about more off-task behavior because of the language barrier.

However, from what the teachers reported, that was not the case; instead, the ESL children in these primary classrooms were eager participants in classroom activities. One teacher reported that the ESL student "jumped right in" and another teacher reported that the ESL student attempted all the assignments even when he did not understand everything. The data in this study showed that the students were highly motivated to learn and to participate in classroom activities.

3. The language focus of primary curriculum is a benefit to ESL students. Several of the teachers pointed out that all the children are learning the basics of language and reading, which gives the ESL students the instruction and engagement in activities they need to learn a new language. For example, the time that Mrs. Moore (A Day in the Life section) spent on direct instruction of vocabulary enabled the ESL student to learn new words such as "notch" and "barrel." These words came directly from a story in the reading text.

One of the kindergarten teachers stated that all the children are learning the fundamentals of language. She would show a picture of a ball to teach the class the letter "B". This focus on learning that letters and sounds have meaning is type of instruction that experts recommend for ESL students.

4. The classroom teacher was an important team member in the education of ESL students. Those involved in the education of the ESL student were the ESL instructor assigned to the school, the principals, the teaching specialists and the classroom teacher. Of those educators, the classroom teacher spends the most time with the ESL student. The ESL students in the primary grades in Knox County spent (at most) 30-45 minutes a week with an ESL instructor, which they and the classroom teacher claim is not enough.

The researcher has stated that there are too few ESL teachers for the number of ESL students in Knox County (9 teachers for more than 600 ESL students, see Appendix B). Because of that shortage, the primary source for language learning is with the classroom teacher. Several of the teachers stated that, in spite of the lack of direct language instruction, the children learned amazingly quickly. One teacher said that by mid-year, the ESL student who came into the classroom with very little English, was doing grade level work. This learning may be affected by many factors, but the classroom teacher is certainly invaluable.

5. The classroom teachers need encouragement to know that the instructional techniques they use are effective. The language-focused successful strategies they employed on a daily basis are the kind that ESL experts recommend for optimal language learning. Perhaps Principals, ESL instructors and even experienced peers could tell the new teachers to continue using these effective techniques (see pages 102-103). In addition, a booklet compiled from the strategies recommended by the teachers in this study might provide some encouragement for the teachers.

6. The classroom teachers need assistance when beginning with ESL students. Nearly all the teachers expressed their perceived inadequacies when dealing with ESL students; in fact, they said they did not know what to do, or were frustrated (See teacher frustrations). The classroom teachers need to know more about the home cultures of the ESL students and effective strategies that should be used with ESL students.

Communication with parents was the area where most outside support was needed. The Knox County ESL office and/or principals should continue to provide assistance with interpreters at conferences, translation of calendars and letters home and other forms of communication with parents.

Teacher friendly (easy to use) pamphlets that tell "what to do when..." or tell about the cultural mores and taboos of various cultures should be distributed by the Knox County ESL office to classroom teachers when they receive an ESL student.

Books such as *ESL Smart!* (The Center for Applied Research in Education) or *The Classroom Teacher's Survival Kit* ( ) would be effective tools. These books provide teaching ideas and blackline masters of handouts to use with the ESL child. These would be especially helpful before the child is able to read and write in English. The books would assist in teaching the ESL student key words and phrases.

Recommendations and Implications

More research is needed in this area. The findings of this study may not be generalizable to all teachers who have ESL students because Knox County primary teachers may used different methods, and their exposure to ESL student and the variety of cultural backgrounds may be limited. This is a growing student population in many parts of the country and classroom teachers need to have support and suggestions. Further research may provide this. This researcher recommends further research in the following areas:

- Research of the same kind (interview and observation)
- Research in other geographic locations
- Research with other teachers
- Research in other grade levels
- Research concerning acculturation vs. maintenance of ethnicity
- Research about family attitudes toward school and its effect on the rate of language learning
- Research related to "learning leaps"
- Research in related curricular areas
- Research in related testing and assessment areas
- Research about the support systems available for classroom teachers with ESL students

Future studies should replicate this study using the **interview format** because it gives a voice to the teachers themselves. The anecdotal information and personal insights given by the teachers made this study enjoyable, as well as providing data. In addition, the observations provided depth to the study that would have been impossible to replicate

using interviews only. The combination gave a rich picture of the instructional methods of classroom teachers with ESL students.

This study should be replicated in other **geographic locations** or in areas of greater ESL concentration. This study was limited to Knox County. While this county has experienced a large influx of ESL students recently, the teachers do not have the experience of California, New York or even Nashville teachers. Teachers with more experience might have an even broader range of strategies and suggestions.

However, this study should be continued in Knox County. The teachers in this county have a great deal of information and experience to share. This researcher plans to continue asking classroom teachers what they do when they have ESL children in their classrooms. Time and finances limited the scope of this study, or this researcher would have been glad to continue the interview and observation process.

The study should be replicated including **other teachers** who are less than enthusiastic about teaching ESL students. There were several teachers the researcher wished to include—who could possibly have shone a different light on the findings of the study—who did not want to be involved (like the teacher who told a Knox County ESL teacher that she was tired of doing the ESL teacher's job!). It would be interesting to talk to teachers who did not want ESL students in their classrooms. Such a study like would possibly enable the researcher to find out why, and what could be done to make teaching ESL students less difficult for those teachers.

This study should be replicated in other **grade levels**. This study was limited to primary teachers. These teachers spend the majority of their teaching time on language studies because all of their students need to learn the fundamentals. Teachers who expect their students to begin the year with a broader knowledge base may experience more frustration with an ESL child who knows no English and little about American school curriculum.

Research should continue on **acculturation versus maintenance of ethnicity**. Multicultural studies have broadened the knowledge in this area but differences in student attitudes in Knox County would provide informative data. It would be interesting if the desire for acculturation differed according to cultural background, age, or family values.

Another area of research that has a large database is rate of learning relative to **parental attitude toward school**. However, research relating those studies to ESL students in the classroom would be of value. The teachers in this study expressed gratitude toward the parents who went out of their way to help the children learn the English language. Conversely, one teacher expressed her frustration with a parent who would keep the child out of school on thin pretexts. A quantitative study on learner achievement could be combined with a survey of parental attitudes (provided the survey was in the language of the parents) or teacher perception of parental attitudes.

A couple of the teachers in this study mentioned "**learning leaps**" taken by their ESL students. One teacher told about writing skills that improved from a basic, limited paragraph to a whole page of articulate writing. Another said her student went from

silent communication to whole sentences almost overnight. Longitudinal studies of many ESL students combining observational and testing data may be able to track their learning and pin point the causes or environment needed to influence a learning leap.

In regards to school **curricular designs**, the researcher recommends that primary teachers be encouraged to continue using the wonderful teaching strategies that they are already using with their students. Many comparative studies have set one method against another; however, similar studies relating the teaching of these methods to ESL children in the classroom would be of value. Studies in this area would provide recommendations of specific successful methods for classroom teachers and would inform school systems about effective teaching materials.

Studies concerning the effectiveness of methods could also inform curriculum publishers. The reading curriculum recently adopted by Knox County includes suggestions for teaching gifted, learning disabled and ESL children. Studies testing the effectiveness of these methods in an ESL setting would be of value.

In addition, it may be helpful for the teachers to have a simple "Tips for Teaching ESL students" type of book. The book should be "teacher friendly". This was a suggestion of one of the teachers who was given a large, technical book on ESL methods that was so intimidating, that she did not even open it. One teacher made a flip-book of Kindergarten procedures for her ESL parents to follow. Perhaps a similar "What to do When..." book would be helpful.

Another teacher found the Rosetta Stone computer program to be very helpful with translation and with teaching new vocabulary. It would be helpful if programs such as this were made available for the teachers.

Another recommendation for research would be in the area of **testing, assessment and achievement**. Quantitative studies could be done measuring the rate of learning when a child enters at the beginning or during the school year; comparisons of active engagement vs. passive learning with ESL children in the classroom, standardized testing vs. non-standard assessment to show progress of language learning. There are many studies conducted in an ESL setting that could be replicated in a classroom setting.

Research about the **support systems** available for classroom teachers with ESL students would also be of value. In this study, the teachers reported that principals and ESL instructors were willing to provide or find assistance in translating and communication with parents. This might not always be the case, in fact, another teacher mentioned above was frustrated when she asked an ESL teacher for guidance and was given a technical manual for teaching ESL students. School systems, principal and teachers could make informed decisions about needed improvement where teachers feel frustrations.

Summary

This chapter shared conclusions drawn from the data shared in chapter four. These were that primary teachers in Knox County are using a variety of successful strategies with the ESL students in their classrooms; that primary classrooms are well suited for teaching ESL students because of the language focus of the curriculum; that the classroom teacher is a vital part of the language instruction team; and that classroom teachers need encouragement and assistance when teaching ESL students in their classrooms.

The chapter concluded with recommendations for future study. The researcher recommended continuation of qualitative studies using interviews and observations in a variety of settings. In addition, several recommendations were made for quantitative research concerning acculturation, parental support, attitudes toward learning a second language, learning leaps, curriculum design and testing.

This paper is presented in the hopes that it will inform Knox County teachers about the successful methods they are using with the ESL students in their classrooms.

Bibliography

Abbott, S. and Grose, C. (1998). "I know English so many, Mrs. Abbott": reciprocal discoveries in a linguistically diverse classroom. *Language Arts*. 75(3). 175-184.

Adelson-Goldstein, J. (1998). Developing active vocabulary: making the communicative connection. *ESL Magazine*. 1(3). 10-14.

Al-Seghayer, K. (2001). The effect of multimedia annotation models on L2 vocabulary acquisition: a comparative study. *Language, Learning & Technology*. 5(1). 220-242.

Arini (1998). Dreams of woken souls: the relationship between culture and curriculum. San Diego: Paper presented at the annual meeting of the American Educational Research Association. (ED427916)

Asher, P. (1977). *Learning another language through actions: the complete teacher's guidebook*. Los Gatos, California: Sky Oaks Productions.

Aukerman, R. (1997). Cooperative views through a window. *School Arts*. 96(9). 15-17.

Baker, R., and Shaw-Baker, M. (No date) *Implementing Holistic literacy strategies in Chinese teacher preparation programs*. Illinois State University.

Banks, J., & McGee Banks, C. A. (1997). *Multicultural education: issues and perspectives*. Boston: Allyn and Bacon.

Barnett, T (1996). Developing a program for elementary ESL students. Maryland: Master's Seminar Paper (ED398732)

Barnett, J. (1986) Integrating ESL into the general curriculum. *Australia Journal of Reading* 9(3), 153-158.

Barnett, M. (1988). Teaching Reading in a foreign language. *Eric Digest*. (ED3055829).

Bean, T et al. (1999) Secondary English students' engagement in reading and writing about a multicultural novel. *Journal of Educational Research*. S/O 93(1).

Beaumont, C. J. (1999). Dilemmas of peer assistance in a Bilingual full inclusion classroom. *The Elementary School Journal, 99*(3), 233-254.

Bicknell, J. (Spring 1999). Promoting writing and computer literacy skills through student authored web pages. *TESOL Journal*. 20-26.

Calderon, M. and Slavin, R. (1998). *Effective programs for Latino students*. Washington, DC: Office of Educational research and Improvement (ED452323)

Cambourne, B. and Brown, H. (1990). *Read and Retell: a strategy for the whole language/ natural language learning classroom.* Portsmouth: Heinemann

Calderon, M. and Slavin, R. (1998). Effects of Bilingual cooperative integrated reading and composition on students making the transition from Spanish to English reading. *Elementary School Journal.* 99(2), 153-165.

Cantoni, G. (1999). Using TPR-Storytelling to develop fluency and literacy in Native American languages. Louisville, Kentucky: Paper presented at the annual Stabilizing Indigenous Languages Symposium. (ED428927).

Carrasco, Miguel. (1994).Effects of literature-based reading instruction on the reading achievement of Hispanic first-grade students. (ED377457).

Calkins, L. (1994). *The art of teaching writing.* Portsmouth, VT: Heinemann.

Calkins, L. (2000). *The art of teaching reading.* Boston: Longman Press.

Chahin, J. (1996). *The contrast between the pathological attributes and the status/aspirations of Mexican American youth. South Padre Island,* TX: Paper presented at the National Migrant Education Conference (ED3935743)

Chamot, A., & O'Malley, J. (1994). *The CALLA handbook: implementing the cognitive academic language learning approach.* New York: Addison-Wesley Publishing Co.

Churchill, K, et. al. (1998). Hear it, feel it, see it: improving early reading acquisition through a multisensory phonemic awareness approach. Master of Arts Research project. Illinois: Saint Xavier University.

Clark, D. (1999) Learning Domains or Bloom's Taxonomy: The Three Types of Learning http://www.nwlink.com/~donclark/hrd/bloom.html

Cohen, M and Telles, K. (1994). Conference paper: *Variables affecting the teacher implementation of cooperative learning methods in ESL and Bilingual classrooms.* New Orleans: Annual Meeting of the American Educational Research Association. (ED373562)

Cole, M. and Wertsch, J. (1998). Beyond the individual-social antimony in discussions of Piaget and Vygotsky. Http://www.massey.ac.nz/~Alock/virtual/colevyg.htm.

Components of a Balanced Literacy Program: http://instech.tusd.k12.az.us/BL/blcomp.htm

Crandall, J. (1998, July). The expanding role of the elementary ESL teacher: Doing more than teaching language. *ESL Magazine,* 10-14.

Crowell, C. (1998). Celebrating linguistic diversity. *Language Arts*. 75(3). 228-325.

Dong, Y. (1998). Conference paper: *Promoting ESL preservice teachers' reflection on learning how to teach linguistically and culturally diverse students*. San Diego: Annual Meeting of the American educational Research Association. (ED419400)

Daniels, H. Zemelman, S. and Bizar, M. (October, 1999). Whole Language Works: Sixty Years of Research. *Educational Leadership.*

Dildine, D. (1994). Master's Thesis: *Spelling acquisition in the elementary esl classroom.* Tempe, AZ: Arizona State University. (ED378825).

Dworin, J. (1998). Biliteracy development: perspectives form research in children's reading and writing. San Diego, California: Paper presented at the annual meeting of the American Educational Research Association. (ED420845).

Elser, T. (1997). *A descriptive correlation study of the holistic developmental writing scales designed for childreni n grades K-6*. University of Montana.

Fersler, H. (unpublished paper written in 1999). Language development in ESL students: A case study of the Zayet family.

Fogarty, Robin (1997) *Best Practices for the Learner Centered Classroom: A Collection of articles/*. Arlington Heights, Ill: Skylight Publishers.

Forgarty, Robin, (1991) *How to Integrate the Curriculum: The Mindful School Series.* Arlington Heights, Ill.: Skylight Publishers.

Frank, M.(1998). The historical development of ESL materials in the United States (ED425653).

Froese, V. (1990). Encoding and decoding effects in ESL and L1 Students. Miami, Florida: Paper presented at the Annual Meeting of the National Reading Conference.(ED331011).

Gardner, H. (1999) Theory of Multiple Intelligences. Harvard Project Zero and President and Fellows Harvard College

Gasparro, M. and Falletta, b. (1994). Creating drama with poetry: teaching English as a Second Language through dramatization and improvisation. Eric Digest. (ED368214).

Gee, R. W. (Spring 1998). Encouraging ESL students to read. *TESOL Journal.*

Goodman, K. (1986). *What is whole about whole language?* Portsmouth: Heinemann.

Graham, C. (1978). *Jazz chants.* New York: Oxford University Press.

Graham, C. (1978). *Jazz chants for children*. New York: Oxford University Press.

Graves, D. (1994). *A fresh look at writing.* Portsmouth: Heinemann.

Griffith, J. (1998). The relation of school structure and social environment to parent involvement in elementary schools. *The Elementary School Journal.* 99(1) 53-81.

Griffith, T. (Jan, 1993). ESL: English as a subversive language. University of Massachusetts, Boston: Masters Thesis. (ED379929).

Guthrie, J, Schafer, W. and Hauang, C. (2001). Benefits of opportunity to read and balanced instruction on the NAEP. *The Journal of Educational Research*. 94(3), 145-162.

Hadaway, N., Vardell, S. Young, T. (2001). Scaffolding oral language development through poetry for students. *The Reading Teacher*. 54(8), 796-806.

Han, J and Ernst-Slavit, G. (1999). Come join the literacy club: one Chinese ESL child's literacy experience in a 1st-grade classroom ***Journal of Research in Childhood Education***. 13(2).

Hardman, J. (1994). *Language and Literacy Development in a Cambodian Community in Philadelphia.* University of Phennsylvania (Philadelphia): Doctoral Dissertation. (ED383228)

Harklau, L. (2000). From the "good kids" to the "worst": representations of English language learners across educational settings. *TESOL Quarterly,* 34(1), 35-67.

Hasbach, C. et. al. (1992). *Holistic literacy: voices integrating classroom texts in Social Studies (Elementary Subjects Center Series No. 64*). East Lansing, MI: Center for the Learning and Teaching of Elementary Subjects. (ED354098)

He, H. (1996). Chinese students' approach to learning English:psycholinguistic and sociolinguistis perspectives. Biola University: Master's Thesis. (ED397651)

Hirvela Alan. (Summer, 1999). Collaborative writing instruction and communities of readers and writers. *TESOL Journal.*

Holdoway, D. (1984). Foundations of literacy. Portsmouth: Heinemann.

Iancu, M. (Summer 2000). Implementing fluency first activities in an intermediate-level EAP Reading class. *Tesol Journal.* 11-16.

Ito, T. and Baumann, J (1995). *The acquisition of basic vocabulary by college-age Japanese students in an intensive EAP program.* Tokyo: Paper presented at the annual meeting of the Japan Association of College English Teachers.

Izzo, C, Weissberg, R., Kasprow, W, Fendrich. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. 27(6). 817-832.

Jacobs, H. H. (September. 1991). The integrated curriculum: what it is, why your students need it. *Instructor Magazine.* 101(2). 108.

Jan, W. (1996). *A comparison of the English Literacy achievement of fourth grade students in Taiwan, the Republic of China receiving ESL holistic language or basal sub-skills instruction.* University of Northern Colorado.

Janzen, J. (Autumn, 1996). Teaching strategic reading. *TESOL Journal.*

Jeynes, W. and Littell, S. (2000). A Meta-analysis of studies examining the effect of whole language instruction on the literacy of Low-SES students. *The Elemenatary School Journal.* 101(1), 21-33.

Jimenez, R. (2000) Literacy and the identity development of Latina/o students. *American Educational Journal.* 37(4), 971-1000.

Jimenez, R. and Gersten, R. (1999). Lessons and dilemmas derived from the literacy instruction of two Latina/o teachers. *American Educational Journal. 36(2), 256-301*

Johnson, D. (1997). Putting the cart before the horse: parent involvement in the "Improving America's Schools Act". *California Law Review.* 85(6). 1757-1801.

Joslin, H. (1994) A comparison of the effects of pure and modified whole language in the decoding skills of kindergarteners. (ED372367)

Kaser, S. and Short, K. (1998). Exploring culture through children's connections. *Language Arts.* 75(3). 185-192.

Keating, J. (1998). Master's Thesis: *Phonics or whole language, which is the better way to teach our children*? New Jersey: Kean University. (ED417383).

Kermani, H. and Brenner, M. (2000). Material scaffolding in the child's Zone of Proximal Development across tasks: cross-cultural perspectives. *Journal of Research in Childhood Education.* 15(1), 30-52.

Keifer, B. (1990). Toward a whole language classroom. National Counsel of Teachers of English.

Kim, B.Y. (Paper Presented at the 1998 OISE Convention in Toronto) Holistic elements in historical Korean education. University of Inchon.

Koskinen, P. et. al. (1997). Book access and reading with audio tapes: extending literacy learning into the homes of culturally and linguistically diverse students. Reading Research Report No. 75. Athens, Georgia: National Reading Center. (ED405567).

Krashen. S. (1997). Bridging Inequity with books: The importance of Reading. *Educational Leadership.* V. 55 n4 p18(4)

Krashen, S. (1999). Three arguments against whole language and why they are wrong. Portsmouth: Heinemann.

Kyle, D., McIntyre, E., and Moore, G. (2001). Connecting mathematics instruction with the families of young children: getting math-phobic parents involved. *Teaching Children Mathematics.* 8(2). 80-87.

Machet, M. & Olen, S. (1996). *Determining the effect of free voluntary reading on second language readers in South Africa*. Jamaica: Paper presented at the Annual Meeting of International Association of School Librarianship.

Maddon, P. (1994). Making story problems relevant. *Arithmetic Teacher.* 41(9). 526-527.

Manning, M and Kamii, C. (2000) Whole language vs. isolated phonics instruction: a longitudinal study in kindergarten with reading and writing tasks. Journal of Research in Childhood Education. 15(1). 53-66.

Marsh, H. Hau, K and Kong, C. (2000). Late immersion and language instruction in Hong Kong high schools: achievement growth in language and non-language subjects. *Harvard Educational Review.* 70(3).

McGill-Frazen, A. et al. (1999) Putting books in the classroom seems necessary, but not sufficient. *Journal of Educational Research.* N/D 93(2).

Meyer, J. (1995). The effects of graphic organizers on the creative writing of third grade students. New Jersey: Kean College.

Miller, J. (1990) *Holistic Learning: A Teacher's Guide to Integrated Studies*. Toronto:

OISE.

Miller, R. (1997) *What Are Schools For?: Holistic Education In American Culture.* Brandon, VT:Holistic Education Press.

Miller,R. (1996). *Holistic Curriculum.* Toronto: OISE.

Miller, R. (1991) *New Directions in Education: Selections from Holistic Education Review* Brandon, VT: Holistic Education Press.

Mooney, G. (2000). *Theories of Childhood: an Introduction to Dewey, Montessori, Erickson, Piaget and Vygotsky.* New York: Red Leaf Press.

Murphey, T. (1987). English through Music, Singing, TPR. Walking labs and music matter. Westende, Belgium: Paper presented at the annual meeting of the International association of TOFEL (ED287292).

Nelson, C. (1999). Language diversity and language arts. *ERIC Digest* (ED384072).

Nelson, M. (M/J1997). An alternative of social education—the "Horrors of War" picture cards. *The Social Studies.* 88(3). 100-108.

Ortiz-Seda, D. (1984). The use of creative dramatics in the teaching of drama with special applications to the teaching of ESL. University of Puerto Rico: Master's Thesis. (ED302869).

Ortmeier, C. (2000). Project homeland: crossing cultural boundaries in the ESL classroom. *TESOL Journal.*

Patzelt, K. (1995). Principles of whole language and implications for ESL learners. (ED400526).

Peregoy, S. F., & Boyle, O. F. (1997). *Reading, writing & learning: A resource book for K-12 teachers (second edition).* New York: Longman.

Piccirillo, J. (1998). Daily journal writing and its influence on phonics development in kindergarten. New Jersey: Master's Thesis Kean University

Pizarro, R. (1993). *Exploring integrative curriculum for more effective learning by primary students in Costa Rica.* New Mexico State University: Master's Thesis.

Poole, C. (October 1998). Listen to this! Taking advantage of the world of sounds. *Scholastic Early Childhood Today,* 15.

Porto, M. (2001). Cooperative writing response groups and self evaluation. *English Language Teachers Journal*. 55(1).

Prentice, M. (1997) *Catch them Learning: A Handbook of Classroom Strategies.* Arlington Heights, Ill: Skylight Publishers.

Puorro, M.(1997) Masters Thesis: *The whole language approach versus the basal reading approach and the effects on reading achievement scores.* New Jersey: Kean College (ED405551).

Putzi, S. (1993). Master's Thesis: *Phonics in a meaning based instructional program.* Dominican College. (ED373313).

Richard-Amato, P. (1996). *Making It Happen: Interaction in the Second Language Classroom: From Theory to Practice (second edition).* Boston: Addison Wesley Longman.

Reece, L., Garnier, H and Gallimore, R. (Fall, 2000) Longitudinal analysis of the antecedents of emergent Spanish literacy and middle-school English reading achievement of Spanish-speaking students. *American Educational Research Journal*. 37(3), 633-662.

Routman, R. (1996) *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, VT: Heinemann.

Rowell, C. (1993). *Assessment and correction in elementary Language Arts*. Boston: Allyn Bacon.

Rudnick, B. (October, 1995). Bridging the chasm between your English-and ESL students. *Teaching K-8*. 48-50

Schcolnik, M., and Kol, S. (1999). Using presentation software to enhance Language learning. *HyperNexus*. 9(4). 10-15.

Schmitt, N. and Carter, R. (Spring 2000). The lexical advantages of narrow reading for second language learners. *TESOL Journal*. 4-9.

Sheldon, S. (2002). Parents' social networks and beliefs as predictors of parent involvement. *The Elementary School Journal*. 102(4). 301-318.

Shih, M. (Winter, 1999) More than practicing language: communicative reading and writing for Asian settings. *TESOL Journal*. 20-25.

Sleeter, C. (2001). Preparing teachers for culturally diverse schools: research and the overwhelming presence of whiteness. *Journal of Teacher Education*. 52(2). 94-106

Smitherman, G. (1993)."The blacker the berry, the sweeter the juice": African American student writers and the National Assessment of Educational Progress. Pittsburg, PA: Paper presented at the annual meeting of the National Council of Teachers of English. (ED366944).

Stephens, D. (March, 1992). Whole language in context: Technical Report No. 547. Center for the Study of Reading: University of Illinois at Urbana-Champaign

Stoller, F. (Spring 1999). Time for change: a hybrid curriculum for EAP programs. *TESOL Journal*. 9-13.

Suleiman, M. (1993). *A study of Arab students' motivations and attitudes for learning English as a Foreign Language.* Arizona State University: Doctoral Dissertation.

Tannenbaum, J. (1999) Practical ideas on alternative assessment for ESL students. *ERIC Digest* (ED395500).

Taylor, E. (1997). *Using folktales to teach cognitive/academic skills*. Orlando: paper presented at the annual meeting of TESOL, 1997.

Tebueu, S. (1977). *Cultural factors: a guide to understanding Asian ESL students. The Bilingual Education Resource Series.* Olympia, Washington: Washington Office of the State Superintendent of Public Schools.

Thomas-Spiegel, J., Patthey-Chavez, G and Dillon, P. (1999). Retention, persistence, success: where do basic skills and ESL students in current accountability models? (ED438005).

Toohey, K and Day, E. (1998). Communities of participation in Learning ESL. Seattle, Washington: TESOL Conference. (ED426612).

Townsend, J. and Fu, D. (1998). A Chinese boy's joyful initiation into American literacy. *Language Arts* 75(3), 193-201.

Townsend, J. and Fu, D. (1998). Quiet students across cultures and contexts. *English Education,* 31(1), 4-25.

Travers, J. (1998). Tunes for Bears to Dance to. Presentation at 1998 TESOL Conference. (ED299799).

Tse, L. (1996). If you lead horses to water, they will drink: introducing second language adults to books in English. *California Reader*. 29(2), 14-17. (ED423718).

Vygotski, L. (1962) Thought and Language. Cambridge, MA: MIT Press.

Wan, G. (2000) A Chinese girl's storybook experience at home. *Language Arts*. 77(5).

Watts-Taffe, S. and Trucott, M. (2000). Using what we know about language and literacy development for ESL students in the mainstream classroom. *Language Arts*. 77(3), 258-265.

Weasenforth, D., Biesenbach-Lucas, S. and Meloni, C. (2002). Realizing constructivist objectives through collaborative technologies: threaded discussions. *Language, Learning & Technology*. 6(3). 58-90.

Weaver, C. (1998). Reconsidering a balanced approach to reading. Urbana, Ill: Paper presented at the annual convention of the National Council of Teachers of English.

Williams, J. (2001). Classroom conversations: opportunities to learn for ESL students in mainstream classrooms. *The Reading Teacher*. 54(8). 750-757.

Williams, J. and Casey, B.(2001). Book clubs make great reading for adults. ESL Magazine. 4(6), 22-24.

Willis, Jane.(2000) A holistic approach to task-based course design. *The Language Teacher Online* 24(2).

Yeung, A, Marsh, H and Suliman, R. (Winter, 2000) Can two tongues live in harmony: analysis of the National Education longitudinal study of 1988 (NEL88) Longitudinal data on the maintenance of home language. *American Educational Research Journal*. 37(4), 10001-1026.

Zhou, Yilu. (2002). *Wave of Pupils Lacking English Strains Schools* **New York Times** National Desk August 5, 2002, Monday. Late Edition. Final, Section A, Page 1, Column 2.

No stated author. (Fall, 2000). Improving Results for Culturally and linguistically diverse students. *Research Connections in Special Education*. n7.

Unknown Author. (Fall 2000.)]*Improving results for culturally and linguistically diverse students*. Research Connections in Special Education. No. 7.

Appendices

Appendix A:
Codes and Categories

Codes and Categories

Teacher Frustrations

Category	Code	Quote or Explanation
Frustrations	Extra help	The most frustrating thing for me last year was not having a second body in the classroom, so someone could give her one-on-one time.
	ESL teaching	Even though she's getting pulled out a couple times a week for a couple hours, that is not enough time to get caught up on 11 years of English.
	ESL Teachers	I was constantly going to the ESL teacher asking how to do this or that—out of frustration
	Language learning	I wish I had a little bit of the language myself or if there was someone at this grade level who spoke something else
		It would help if you had Spanish speaking students in your class, but wouldn't help much if the child spoke Iranian
	Explaining Field trips	Field trips are another issue—trying to get permission slips and money and make sure that they understand safety issues.
	Unable to help	"She was the only parent I can think of that really helped to that extent."
	Difficulty in communication	"Mother does not speak hardly any English at all, so it is difficult."
	Communicating with parents who do not speak	It was hard to communicate with her, but she was still interested
	Misunderstanding	I told the father that I hated for the little girl to leave and I loved her so much that I could keep her forever," He got very defensive because he took words literally
	Quote	You have to learn to communicate with the children, but you also have to be able to communicate with the parents and sometimes that can be harder.
	Parental Independence	The parents want to help—they tend to linger after class has started.
		The mom wanted to sit on the bench with him and she wanted to go to his table with him and you can't do that.

Rewards for teachers and Students

Category	Code	Quote or Explanation
Rewards for teachers	Rewarding	"It's really kind of rewarding because you learn about a different culture and they share so much…"
	Enjoyment	"It was a blessing to have Herbert…and then, that made me not the only minority in my classroom."
		I didn't know the grandmama was an educator until she came to visit—that was nice
	Learning from the ESL Student	We talked about Africa. . . pulled down a little map and talked about where Zimbabwe was in Africa.
	Appreciation	Thank you notes for teacher and special gifts during Tea Appreciation Week—origami flowers
	For students	A definite plus because the other students get to experience another culture.
Rewards for peers	Excitement	The other children are just thrilled when she says something in English! They immediately come to report her words to the teacher.
	For students	A definite plus because the other students get to experience another culture.

Teaching strategies

Category	Code	Quote or Explanation
Teaching Strategies	First days	"Making sure that they understand what to do and making them feel at home, comfortable and not afraid." Comforts a frightened child
	First Days	Teach important words—bathroom, teacher.
	First Days	Icebreaker game—shoes in middle, pull one out and guess whose it is. Student were surprised that ESL's were regular tennis shoes
	First Days	Teach important locations—bathroom, lunch room, playground
	Preparing the class for first days	We talked about the fact that she was going to be nervous just like they were on their first day of school and they really went out of their way to give her those smiles and encouragement.
	Mid-year	It helps that the other children are familiar with the routine
	Providing success	The teachers asks the ESL student only those questions she knows he can answer
	Picture visuals	When you teach the word ball, you show a picture & write out big #
	Showing Americana	Pledge of Allegiance
	Holiday traditions	Making valentines Halloween
	Comparing Holidays	"Whenever we have a holiday, we talk about what is customary in their country"
	Comparing cultures	How things are different in America
		He talked about how in Japan, they take off their shoes when they enter their home, but it would be rude in this country to come in and take off your shoes.
		We talked about what was considered good manners when we ate
		He showed us how to use chopsticks instead of a fork, knife and spoon—we practiced the techniques
	Cultural goal	"I think it is important to learn that not everybody all over the world does things the same way that we do."
		I think it just broadens their world.

T S cont'd	Writing	book was called "Zimbabwe". It was a comparison between the two countries. 'In Zim' we do not eat at McDonalds.' It was cute and funny and on the last page it said, "I'm from Zim' and had a picture of himself. It was a great little book.
		Reports in content area—he did a report on President Lincoln
	Writing for comprehension	You can see the language development in improvement since the beginning of year
	Writing for real purposes	Thank you note to teacher—"The best Christmas party ever. The food was so good, I like it the Bingo was fun, but I didn't win."
	Writing in response to literature: Early example of Writing	"At night there was a big shadow I ever saw. I was very scared and the shadow moved. I go to the other window and didn't saw the shadow. I look down and there was BFG."
	Writing about home	We had to write about a special place and he wrote about going to Japan and visiting his family
	Writing	Exceptions made for some writing assignments in the beginning
	Reading	Reinforcement of reading skills with assistant—using leveled readers toast go with our reading series, comprehension questions. "Like a reading group, only individualized."
	Reading groups	Two groups—one at interest level and then another at skills level. So they get reinforcement on the skills, but are exposed to reading on their understanding level
		Reading and English are the subjects tat they have the most difficulty in—especially reading comprehension
	Integration	The science and social studies are integrated with literature
		All instruction is language based
		Science and social studies are taken from the literature—"When we read about leaves, we have a discovery table with all kinds of leaves that they can handle."

T S cont'd	Literature	Kindergarten classes use literature everyday to complement the reading series
		The literature is imbedded in themes
	Spelling	At first tests were given one-on-one but they were on grade level by mid-year
	Vocabulary	He does fine on the vocabulary part of the weekly selection test, because we drill and drill on that.
	Direct instruction with Language	Direct instruction with new language
	Comprehensions	He has more difficulty with the comprehension parts of the selection tests
	Science & Social Studies	The discussion questions are a little more difficult for him to answer—even if he understands the concept his vocabulary is not developed in those subjects for him to be able to relate an answer
	Challenging	Expose them to materials that are on the reading level where they should be
		He is hesitant to answer questions, so teacher asks safe questions to give him practice and success
	Attempting	At first, they are certainly not understanding everything they are reading, but they try it and progress quickly
	Inclusion	He is included in all subjects especially by mid-year
		"I made sure that everyone is going to be included no matter what. I would call on her and if she didn't understand, we would walk through until she knew what I was asking and then she would try her best"
		I hesitated to include him in the little Spanish that we do, but he managed to learn that—counting and days of the week. He can tell the difference between the English and the Spanish words.
		I have had some ESL students who were not able to do all the subjects at the beginning
		The ESL student is selected as morning leader—holding flags, pledge, using the pointer when we read the sentences—so she can participate without having to speak.

T S cont'd	Front-Row-Joe	Sat in front "We can help her, assist her with her work, make sure she is understanding & be aware of her needs."
		I made sure he sat up front so I could touch his leg or pat him on the shoulder or give him a warm smile
	Buddies or peer tutoring	Seat the ESL student with a nurturer who will assist; but doesn't give too much help
		There are times he won't talk to me, but he talks a little bit to some of the children
		The other students are the teacher's best assistants
	Peer partners	Show them where to go to the bathroom, library and how to go through the lunch line.
		To teach them classroom procedures—heading paper, where to store book and materials
		Helps with explaining directions
		I pick a person who is the mothering type, that will take them under their wing and be good to them
		Peers are the main teachers
		Peer partner provides security
		Peer partner is a nurturer—she is a natural nurturer, she took the ESL student under her wing
		The other children are familiar with the routines, so they help teach routines
		They know what my expectations are, so when they're helping that little friend. They are guiding her in the right way.
		Peer partner was selected because they played together—someone he was comfortable with
		the other children "do more language instruction than the teachers do because they are around them continuously and have so much in common"
	Assistants needed	"The most frustrating thing for me last year was not having a second body in the classroom, so someone could give her one-on-one time"

T S cont'd	One-on-one	When they could get away together, the ESL child "was able to absorb a great deal of vocabulary
	One-on-one	"We could speed through vocabulary when we were one-on-one! I took her outside and we were feeling trees, the leaves and all kids of stuff"
	Encouraging Independence	Make sure the helpers don't do too much
		At first she only spent time with her peer partner, but now I can see her branching out and reaching out to other children
	Parental Independence	The parents want to help—they tend to linger after class has started.
		The mom wanted to sit on the bench with him and she wanted to go to his table with him and you can't do that.
	Cooperative Grouping	Put the ESL student in groups where they will be included and encouraged
		Gives the ESL children a chance to talk and try out new language skills, because it is more comfortable than the whole group
	Keeping the ESL student with the class	They feel part of the class and don't get further behind
	Vocabulary development	If there is a word [in the story] that she might not understand or a concept, we will discuss it.
	Learning Idioms	Words like fast food, parking lot
	Extra assistance	Teacher helps with homework because the parents can't help
	Geography	When he looks at a map and sees Africa, it means something—the place, the distances, the people
	Labeling	Labels on items around the room
		Flash cards for communication
		Flash cards for procedures—like the bus, to let him know it was dismissal time and where we were going
	Directions	Teacher restates directions in a small setting Extra explanations on direction
		Restating—I find other words to help them understand and that seems to help

	Instructions	Assignment may be the same, but the instructions are simplified—not on gr level
	Modification	Assignments are not eliminated, just modified—less written work
	Using Literature	Assistant reinforces literature comprehension
	Literacy Centers	The children go to literacy centers after the whole group lesson
	Psychomotor	Hula-hoop routine with a group
	Performance	Participated in a PTA Founders Day Program—singing songs and doing a routine
	Performance	The K students performed musical about colors—it was a joy to watch
	Math	He receives enrichment in Math
		Teacher dictated three or four problems, then gave the children time to work the problems. Word problems are difficult
		Math is a universal language and they do well with the basic facts and computation
		That makes him feel secure because he does will in that area
		Doing well in math gives them a foot up
	Testing	Began the year with one-on-one testing—assistant gave oral instructions
	Timer	He doesn't like to move from one subject to another—so teacher uses a timer. It helps him stay on task and to make transitions
	Graphic Organizers	Teacher was able to adapt the charts to the ability level of the child—whole sent, words or just pictures

Peer Acceptance of ESL Students

Category	Code	Quote or Explanation
Peer acceptance	Accepting	It is easy for young children to show acceptance
		The children welcome these new ones with open arms
		They really went out of their way to give her those smiles
	Caring	He gets this look on his face and the other children will comfort him, "It's okay, this is where you go." Or they go to the teacher to get help for the ESL student
	In class	The just "pull him along"—to help him learn the routines and instructions
	Playing	They love him and want to play with him and they play all kinds of sports—kickball, football
		He has a system with talking with a couple of the boys and then they tell the teacher
		He was accepted right off the bat—they wanted to play with him and learn about him and now he is best buddy with a lot of them
		He is best friends with the other Asian student in the class—they sit together and helps him do work
	Recess	Children are open and accepting—"They are just so willing to include the new person, in fact, especially because they are new."
	Motivation	The ESL student does very well in spite of his second language so it motivates them to do their best.
	NOT accepting	One girl responded after repeated teasing; she did not know the English words to stop him, so she "knocked him across the head and kicked him in the foot"

Student Strategies for Learning

Category	Code	Quote or Explanation
Student Strategies	Questioning	"She will say to me, "What's that? When's that?" and that's good because she will express herself.
		She's right there in my face to say I don't know what to do
		Student asked why the class was celebrating Valentines Day
	Silent communication	He points, but he doesn't speak
		At the beginning of the year, the kids would talk to him and he would smile, but he never said anything
	First words	The first time they actually hear him talk was at the play dough table. Rupert told the teacher, "I know he knows how to talk. He's talking our language over there."
	Peer informants	Asks other students to inform teacher of problems or questions
	Talking to peers	You'll hear a conversation going on and he will be talking in complete sentences—in English.
	Translating while working	It takes her a little longer because she has to translate form her brain to the paper
	Attempting	He wants to tackle everything we are attempting
	Participating	They jump right in and participate
	Working on grade level	Even though he doesn't understand everything, he does grade level material
	Learning Leaps	All at once they start making big jumps in learning—his writing was just going along then the Abraham Lincoln report was quite a bit longer, had more content and the conventions were improved
	Sharing	He does share stories about his home country
		He brought in Korean candy for everyone to try
	Oral communication	Spontaneous speech—He explained the difference between North and South Korea—they were two very different areas
	Learning from peers	They pick up the language quickly because they learn from the other children

	Non-verbal communication	The other children use smiles and pointing to communicate with the ESL student
Homework	Hard for parents	Parent could not hear all the sounds on the phonics homework and could not help
	Assistance	Mother wanted him to attempt everything. She works with him at home if he didn't understand at school

Sharing Home Culture

Category	Code	Quote or Explanation
Home Culture	Sharing culture	She doesn't share much
		He knew enough of Zimbabwe to remember and share with his peers
		He brought wonderful pictures
		He enjoyed telling about his country and being in the spotlight—but he really wanted to assimilate
		Children were interested in his snacks—they liked to try things and look at the packaging that is written in Japanese
		She and her mom have done many of the little origami pieces for us. They brought one for each child at Christmas
		"I think it is important to learn that not everybody all over the world does things the same way that we do"
	Confusing words	Found Americanisms like "fast food", "field trip", or "parking lot" to be confusing

Communicating with the families

Category	Code	Quote or Explanation
Communication	Informational booklet (CARE program)	Teacher gave them a flip booklet to help the parents understand that kindergarten was going to be like and the ESL student was going to do
	Willingness to help	"She would come in just about every day." (Asian)
		They are so relieved to be here (from Bosnia) that they are happy to do anything
	Writing	Communicates student needs in writing so parent can help with language learning
	Unable to help	"She was the only parent I can think of that really helped to that extent."
	Difficulty in communication	"Mother does not speak hardly any English at all, so it is difficult."
		Face to face is much easier than by phone
	Communicating with parents who do not speak	It was hard to communicate with her, but she was still interested
	Friend translates	Parent brought a friend to translate during conferences
	Family help	The older sister is in middle school, so she is able to help with filling in forms and information
	County help	The county ESL office found someone that speaks his language—Turkish, because the mother speaks no English
	Classmate	A classmate who had come to America a year earlier, was able to help with communication and instructions—She's five, but she did a really good job in talking to ESL student's mother
	With Peers	At first she would just hang around at recess; then she would only talk to me and when I limited that she began to play with others—but that only took a little while "But now, there is no problem, she's out there, she's playing and she fits right in."
	Verbal vs. auditory skills	"She really has to think—is this a 'w' or an 'r'. Auditory discrimination may give her trouble, but she has a verbal skills that soars—I mean SOARS!

	Notes home	I send a note home if he is having difficulty with an assignment and his mother works with him on that skill.
		Then she sends a note back the next day that explains how they worked on this and showing me the evidence that they did
	Difficulty understanding colloquialisms	He did not understand when the teacher said 'over yonder'
	Misunderstanding	I told the father that I hated for the little girl to leave and I loved her so much that I could keep her forever," He got very defensive because he took my words literally
	Quote	You have to learn to communicate with the children, but you also have to be able to communicate with the parents and sometimes that can be harder.

Learning about American Culture

Category	Code	Quote or Explanation
American Culture	Changes	"I think that the United States continues to change so much that it is important for them to realize there are different kinds of people
	Parent help	Parents help to teach about American culture
	Respect	They have a great deal of respect for teachers and for America and a positive attitude
	Peer help	Friends help to explain what we are doing and they jump right in and participate
	Fear of	The boy from Turkey was afraid to try snacks at school because they might contain pork—even cookies made in class. By mid year, he would try things, but not until he had asked several times. He would hold up the snack and say "Pork?" and I would say, "No, this does not have pork in it."
		Mother always packed lunches and snacks so they would meet Muslim standards, now she prepares his plate in the cafeteria

Support Systems for the ESL students and their families

Category	Code	Quote or Explanation
Support systems	Translating	Principal was able to find translator
		The county office was able to find an interpreter for the family for Turkey
	Translators	Parents bring a translator to meetings
	Friend translates	Parent brought a friend to translate during conferences
	Family help	The older sister is in middle school, so she is able to help with filling in forms and information
	County help	The county ESL office found someone that speaks his language—Turkish, because the mother speaks no English
	Assistant Principal	The principal found an Interpreter at beginning and end of the year meetings
	M-team	Helped parent with forms and school procedures, like tardies and absences
	IEP	
	30-45 min of tutoring every week	ESL teacher does a lot of testing so she doesn't come every week
	ESL teacher	Teacher was given a packet of teaching ideas and tips to start out the year.
	BRIDGE	Bridge helps with refugee placement, housing, jobs, and school assistance
	Employment	School helped mom get a job, because she wanted to work, but she also wanted to be nearby to take care of the family
Network	Family networks	Friends came to school to translate
	Family network	Fathers work together so the children know each other outside of class
		Families make connections at work with other parents in the class
Teacher/Parent relationships	Interacting	It is like a normal relationship with any other parent, but I felt good being able to teach someone from another country.
	Phoning	I send notes home because they can deal with reading better than speaking. I tried the phone and that was very difficult, so I didn't try that again.

Assimilation into American Culture

Category	Code	Quote or Explanation
Assimilation	Americanizing Name	His parents pronounce his name differently than he does or we do at school
	Resistance to sharing	He didn't share cultural things—favorite foods or clothing
		He didn't share because he wanted to be alike, to be accepted—at his age (5) that is a big thing
	Excitement about American culture	Enjoyment of Happy Meals, Power Rangers, prizes in cereal and free TV
	Sharing language	She just says "I don't know…"
		Hesitant to tell teacher how to say mommy or daddy in Shona
		I've never heard him use Shona in the classroom
		He did speak Portuguese in the home, but not at school
	Crying	I had a little girl from Japan that had a real hard time adjusting to being in this country. She cried many, many days in the beginning.
	Starting too soon	He came "right off the airplane" and could not possibly start. He was emotionally not ready so he was sent home for a year before starting Kindergarten. He was so frightened that he would just fall apart and pitch a fit. This year, he came ready for school even though he is still learning the language.
	Mid-year	It is harder to adjust when they come in the middle of the year
	Confusions	We were talking about our family life and he said that he had eight brothers and sisters living in the house with him. I had to ask Mom and Dad if that was true and the said 'he meant cousins, but we did all live in the same place.'
	Taking on the local accent	He has a little twang now—good ol' Southern

Values of Education

Category	Code	Quote or Explanation
Value of education as viewed by family	Low priority	She misses a lot of school and has unexcused absences (no note)
	Parent interest in rank	They wanted to know what his rank was—were disappointed that he was in the middle.
	Confusions	Accelerated Reader was mistaken for an advanced placement course
	Cultural value	They come from cultures where education is very important and they work really hard.
	Home	Support at home
	Saturday school	"The families are so dedicated—she goes to school with us for five days, and then she goes to Japanese school all day Saturday"

Learning Levels of ESL Students

Category	Code	Quote or Explanation
Learning levels	Beginning	Not much difference with the children, because they are at such a rudimentary level
		Kindergarten is such a fundamental level that you use good language teaching strategies for all the students
		At this age, they pick up so quickly on the language that it is not a barrier for long
	Learning quickly	They pick up the language so quickly because they learn from other children
	Competent	These children excel more than the English-speaking students—more exact or precise language.
	Progress	ESL students are willing to talk in small groups but not before the whole class.
		It was about six months before he was willing to talk or answer with the whole group

Languages represented in Interview classrooms

Languages	Russian
	Ukrainian
	Shona (Zimbabwe)
	Spanish (Bolivia)
	Japanese
	Korean
	Spanish (Spain)
	Bosnian
	Turkish

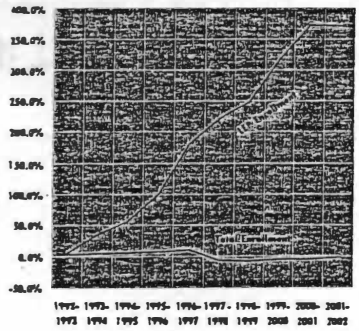
Appendix B:
Statistical Charts from NCLEA

TENNESSEE

RATE OF LEP GROWTH

OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, and ACADEMIC ACHIEVEMENT for LIMITED ENGLISH PROFICIENT STUDENTS

	Total Enrollment	Growth from 91-92	LEP Enrollment	Growth from 91-92
1991-1992	954,254		2,636	
1992-1993	975,978	2.3%	2,778	5.1%
1993-1994	996,374	4.4%	3,523	34.6%
1994-1995	1,012,318	6.1%	4,119	56.3%
1995-1996	1,023,195	7.2%	5,278	100.2%
1996-1997	1,047,966	9.8%	7,413	181.2%
1997-1998	898,885	-4.6%	8,465	221.1%
1998-1999	885,548	-7.2%	9,191	248.7%
1999-2000	916,282	-4.8%	11,829	316.8%
2000-2001	909,288	-4.7%	12,475	373.3%
2001-2002	928,162	-1.3%	12,422	371.2%



Sources: U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001; National Center for Educational Statistics Core of Common Data, 1998-1999 through 2001-2002; FY 2002 Consolidated State Applications for State Grants under Title IX, Part C, § 9302 of the Elementary and Secondary Act (P.L. 107-110).

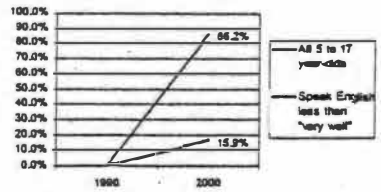
October 2002

TENNESSEE

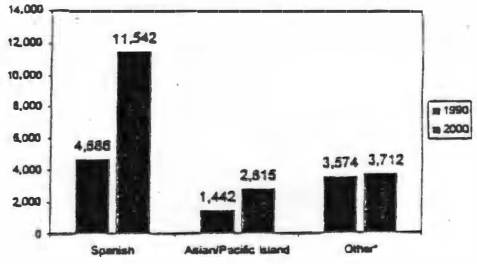
CENSUS DATA

OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, and ACADEMIC ACHIEVEMENT for LIMITED ENGLISH PROFICIENT STUDENTS

School-Age Population	1990	2000	Percentage of Growth
All 5 to 17 year-olds	883,214	1,011,872	15.9%
5 to 17 year-olds who speak another language and do not speak English "very well"	9,782	18,869	84.3%



Language Groups Represented by 5-17 year-olds who speak English less than "very well"



*The 1990 Census only had 3 language groups data from 2000 census categories of "other Indo-European" and "other" have been combined for data analysis purposes.

Sources: 2000 Census Summary File 3, Table PCT8, Age by Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over (67); 1990 Census Summary Tape File 3, Table P022, Age by Language Spoken at Home and Ability to Speak English.

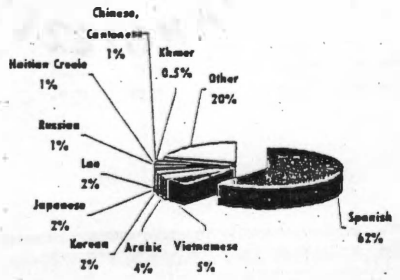
October 2002

TENNESSEE

OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, and ACADEMIC ACHIEVEMENT for LIMITED ENGLISH PROFICIENT STUDENTS

MOST COMMONLY SPOKEN LANGUAGES

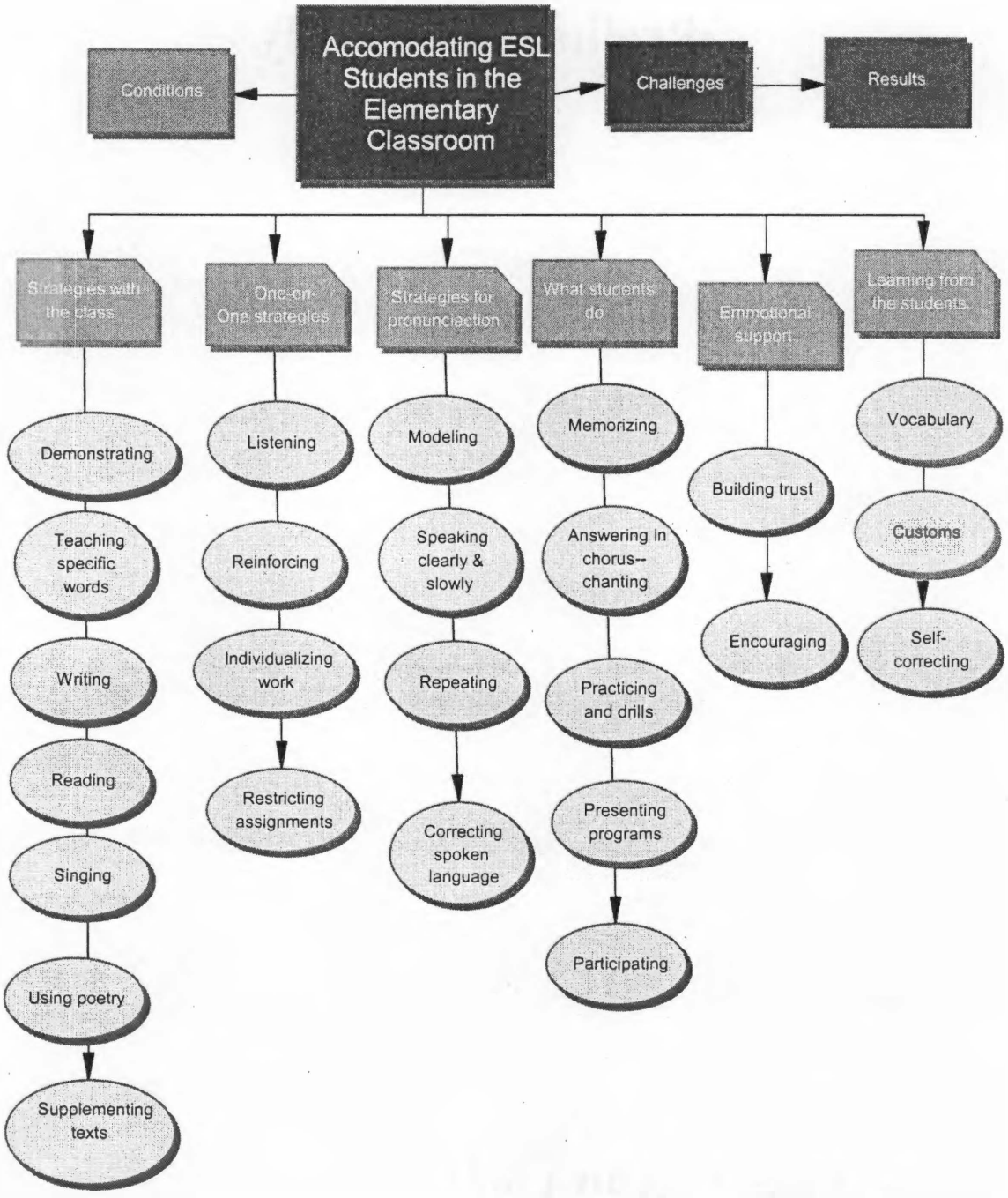
Language	Number of LEPs
Spanish	7,560
Vietnamese	590
Arabic	514
Korean	268
Japanese	247
Lao	195
Russian	145
Haitian Creole	136
Chinese, Cantonese	129
Khmer	58
Other Languages	2,308
Total LEP Enrollment Reporting Languages	12,350



Source: U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 2008-2009.

October 2010

Appendix C:
Preliminary Study


Accomodating ESL Students in the Elementary Classroom
Conditions
Challenges
Results
Strategies with the class
One-on-One strategies
Strategies for pronunciation
What students do
Emmotional support
Learning from the students
Demonstrating
Teaching specific words
Writing
Reading
Singing
Using poetry
Supplementing texts
Listening
Reinforcing
Individualizing work
Restricting assignments
Modeling
Speaking clearly & slowly
Repeating
Correcting spoken language
Memorizing
Answering in chorus--chanting
Practicing and drills
Presenting programs
Participating
Building trust
Encouraging
Vocabulary
Customs
Self-correcting

ESL Students in the Classroom

1. What grade do you teach?
K 1 2 3 4 5

2. How many years have you taught?_____

3. How many limited or Non-English speakers are currently in your classroom?
0 1 2 3 4 5

4. Have you had limited or Non-English speakers in your class in past years?
2000-2001 1999-2000 1998-1999 before 1998

5. How many minutes/hours do these children spend with an ESL teacher?

6. List specific accommodations that you make for these students.

7. Describe how you include these children in class activities.

8. Describe how you communicate instructions with these students.

9. List specific teaching strategies that have been effective with these students.

10. What subject area assignments are they able to complete independently?

11. List the cross-cultural or multicultural act ivies you have planned for the class.

12. Describe what the first-year-in-ESL students seem to be doing during work or class time.

13. Describe what the 2nd-year-in-ESL students seem to be doing during work or class time.

14. Do you feel that these children are working to their potential in the subject areas?
Yes, all of the time Some of the time Almost none of the time Not at all

15. How much class time do the first year students spend "on task"?
0% 10% 30% 50% 80% 100%

16. Evaluate the first year students' comprehension while listening.
0% 10% 30% 50% 80% 100%

17. Evaluate the first year students' comprehension while reading independently.

0% 10% 30% 50% 80% 100%

18. Evaluate the first year students' comprehension while doing seatwork.

0% 10% 30% 50% 80% 100%

19. How much class time do the second -year+ students spend "on task"?

0% 10% 30% 50% 80% 100%

20. Evaluate the first year students' comprehension while listening.

0% 10% 30% 50% 80% 100%

21. Evaluate the first second-year+ students' comprehension while reading independently.

0% 10% 30% 50% 80% 100%

22. Evaluate the second year + students' comprehension while doing seatwork.

0% 10% 30% 50% 80% 100%

PILOT STUDY
ESL STUDENTS IN THE CLASSROOM
AT ALCOA ELEMENTARY

1. Educational degrees held by respondents

	Bachelors	Masters	Education Specialist	Doctorate
Number of teachers	1	12	1	

2. Grade levels taught

	K	1	2	3	4	5	Art
# of teachers	2			9*	9*	9*	1

* indicates teacher teaches more than one level

3. Number of years teaching

	1	2	3	4	5	6-9	10-19	20-29	30+
# of Teachers		1		1		2	5	2	1

4. Number of ESL Students in class this year

0	1	2	3	4	5
3	6	3			

5. Previous years with ESL Students

	2000-2001	2000-1999	1999-1998	Before 1998
	5	2	2	5

6. Time with ESL Teacher per day

0 min	30 min	45min	1 hour	1: 30	1:45	2 hr
3			1	4		5

7. Effectiveness of classroom teaching

	Yes	Some	Almost	None
Number of Teachers	2	10		

PILOT STUDY
ESL STUDENTS IN THE CLASSROOM
At Alcoa Elementary

1. List specific accommodations that you make for these students

- One-on-one conversation
- Using Native language and English when possible
- Simplifying directions
- Peer tutoring
- Extra time
- Additional teacher instruction
- Labels in the classroom
- Pictures
- Coordination with ESL teacher
- Letters/ notes home in home language
- Preferential seating
- Showing and verbalizing
- Modeling
- Assistance from staff who speak the Native language
- Speak slowly
- Define and clarify unknown words
- Modified grading
- Re-teach

2. Describe how you include these children in class activities

- Total immersion
- Full participation
- Cooperative groups/ teams
- Paired learning
- Small group seating
- Ensure understanding

3. Describe how you communicate instructions

- Repeat with word changes
- Give examples
- Simplify directions
- Peer tutoring
- One-on-one help
- Draw pictures

- Visual demonstration
- Use some Spanish words in giving directions
- Hand signals
- Demonstrate with few words
- Assistance of native language speaker

4. List specific teaching strategies that have been effective with ESL students

- Peer tutors
- Written instructions
- Picture clues
- Visual prompts
- Include Native language books in free reading time
- Graphic organizers
- Choral reading
- Summarizing
- Have student repeat and summarize directions
- Modeling
- Dramatic play
- Draw pictures to create stories

5. Which strategy do you think worked best?

- Peer tutoring
- Graphic organizers
- Modeling
- One-on-one instructions

6. What Subject area assignments are they able to complete independently

- ✓ Centers
- ✓ Interactive play
- ✓ Math-3
- ✓ Art
- ✓ Science--1
- ✓ Social studies

7. List cross-cultural or multicultural activities you have planned for the class

- Read and share multicultural literature
- Foods from many lands
- Folk tales
- Compare/contrast geographical regions
- Share home picture albums

- School-wide programs
- None-3
- Multicultural celebrations and holidays
- Songs
- Art from around the world
- Units on various countries
- Speakers from cultures
- Share bag (?)

8. List effective cross-cultural or integrative activities you have used

- New basal has a bi-lingual story that I like
- Geography display
- Student produced hyper-studio program
- Family pictures
- Songs
- Dramatic play
- Novel-based units

9. Describe what the first-year student seems to be doing during work or class time

- On-task with help--3
- Listening to instructions
- Trying to formulate questions
- Asking clarification questions
- Begins tentatively, but catches on surprisingly quickly
- Well-behaved
- More fearful
- Watching
- The same work as the other students

10. Describe what the second-year+ students seem to be doing

a. More on task time
b. Able to be more productive
c. Does class work with fewer questions
d. Normally on task
e. Better listening
f. Learning from peers and materials
g. Improvement in spelling and reading

Appendix D:
Teacher Samples

Graphic organizers were used by one of the primary teachers who participated in the interview and observation process.

1. The first graphic organizer is similar to the one a primary class used after a class trip. The researcher filled it in as the children might have. The teacher said that this format allows all of the children to participate. Those who are literate, write full sentences, others write a word or two and some draw pictures. The graphic organizer is an excellent strategy to use because of this flexibility.
2. The Drawing Conclusions Chart was used after a science lesson in place of comprehension questions. It requires higher order thinking skills, but the children can respond on their own language level.
3. The Flower Chart was used after a phonics lesson, although it is usually used as a story starter. In this case, the class filled in the smaller petals with words containing the "ow" phoneme. The children then wrote sentences using those words. This was an example from the beginning of the year. On later assignments, the children to write sentences on their own.
4. The next series of charts show a multiple-step writing project. As a group, the children first listed words on the large flower (the teacher's was cut out of brightly colored bulletin board paper). Then working together, the children each then filled in a Main Idea and Detail Chart. Finally each child wrote a paragraph about spring. This project was done late in the year after much modeling and many whole-group writing projects.

Name _____ Date _____

Drawing Conclusions Chart

Verb: SUPPORTING
Procedure:
1. Choose a character or topic.
2. List general statements that describe the character or topic.
3. Choose one general statement.
4. List evidence to support the statement in your own words.
5. Cite sources to prove evidence.
6. Present conclusion in paragraph form.

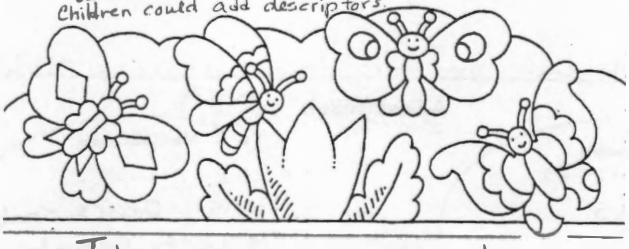
1. Water Cycle
2. Water evaporates
Then it precipitates
It becomes Clouds
Rivers run to Oceans
3. Water evaporates
4. The sun drys the ground
water vapor can be fog or clouds
Wind blows clouds around
5. p21
p23
p24

6. The sun causes water to evaporate then the water vapor becomes fog or clouds

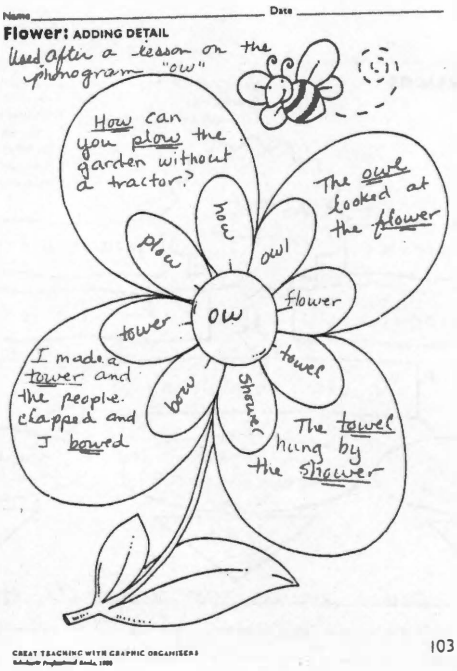
GREAT TEACHING WITH GRAPHIC ORGANIZERS
Scholastic Professional Books, 1999

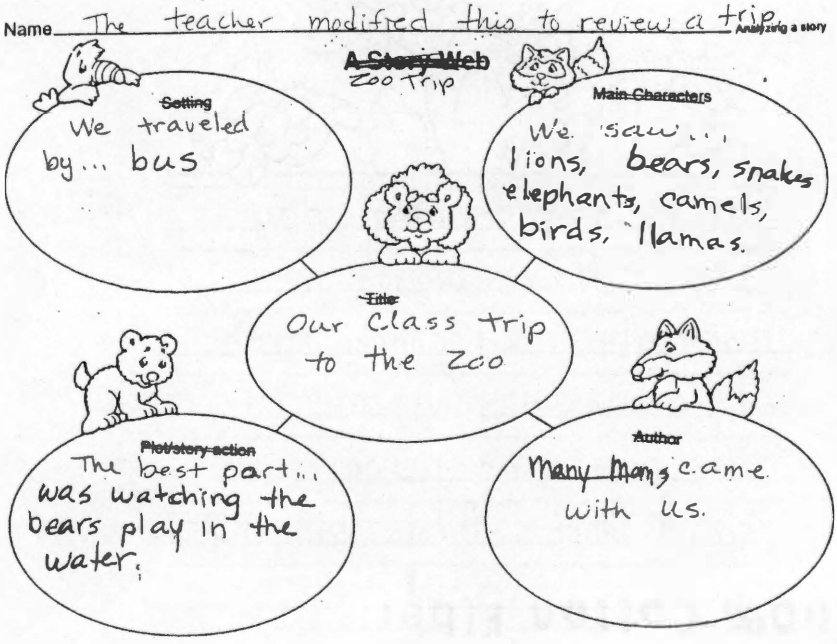
97

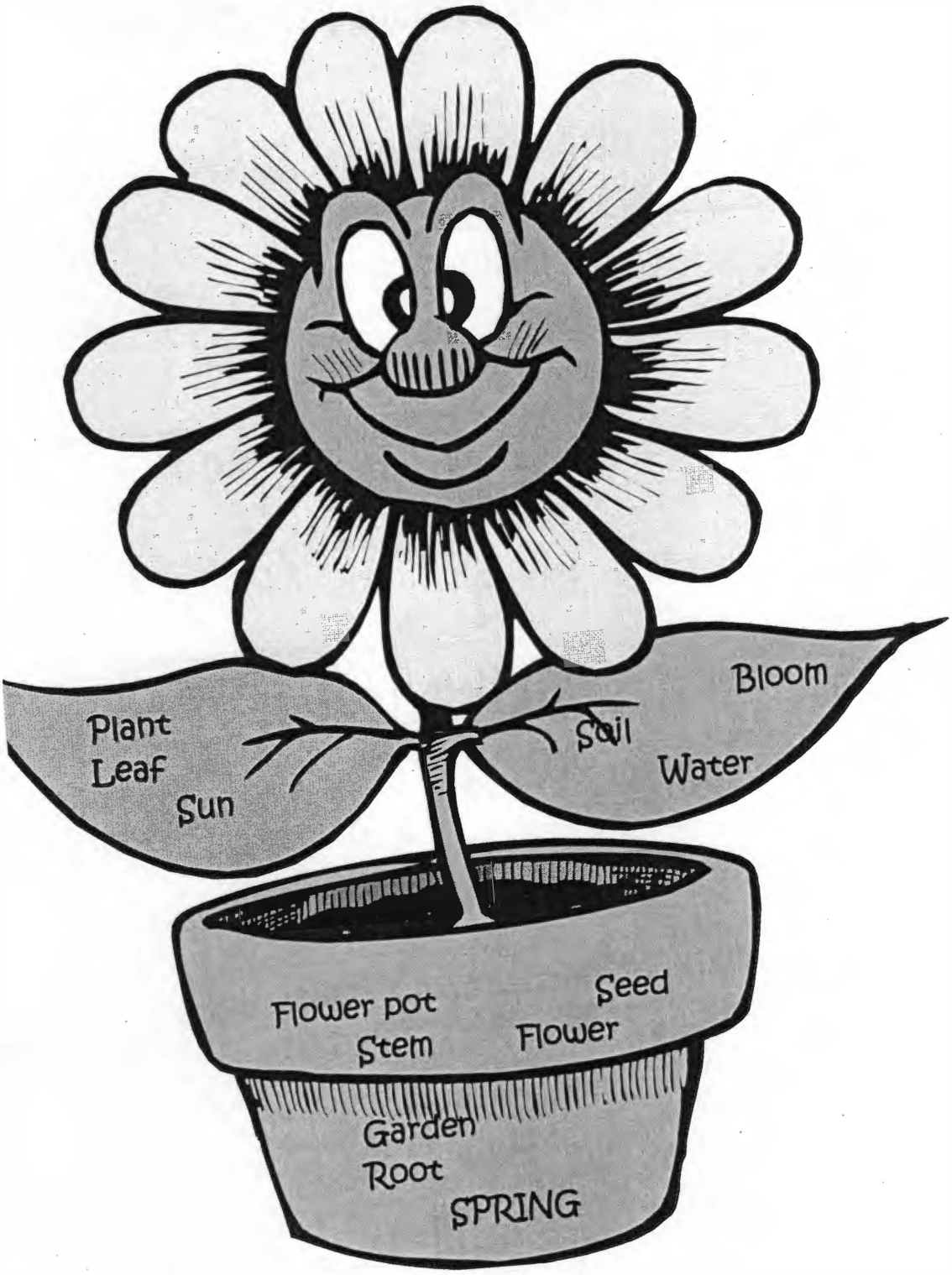
Used after main ideas & details. The children could add descriptors.



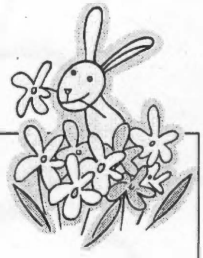
It is a spring day I saw flowers blooming. I saw tulips and cherry trees The sun was shining and it was nice and warm. I heard three birds singing


Name
Date
Flower: ADDING DETAIL
Used after a lesson on the phonogram "ow"
How can you plow the garden without a tractor?
The owl looked at the flower
I made a tower and the people clapped and I bowed
The towel hung by the shower
how
owl
plow
flower
ow
tower
towel
bow
shower
CREAT TEACHING WITH GRAPHIC ORGANISERS
103


Name The teacher modified this to review a trip
Analyzing a story
A Story Web
Zoo Trip
Setting
We traveled by... bus
Main Characters
We saw... lions, bears, snakes elephants, camels, birds, llamas.
Title
Our Class trip to the Zoo
Plot/story action
The best part... was watching the bears play in the water.
Author
Many Mom's came with us.


Plant
Leaf
Sun
Bloom
Soil
Water
Flower pot
Seed
Stem
Flower
Garden
Root
SPRING

Main Idea and Details for SPRING



Main Idea

Detail

Detail

Detail



Appendix E:
Permission Forms

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. Charles Q. Lindsey, Superintendent

November 1, 2002

Rachel M. Patten
Teacher Education
7900 Johnson Drive
Knoxville, TN 37998

Dear Ms. Patten:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "A qualitative study of classroom teacher practices with English as a second language students." In the Knox County schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted. Include a copy of this permission form when seeking approval from the principal(s).

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless *specific* permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Mike S. Winstead, Ph.D.
Coordinator of Research and Evaluation
Phone: (865) 594-1740
Fax: (865) 594-1709

Project No. 118

P.O. Box 2188 • 912 South Gay Street • Knoxville, Tennessee 37901-2188 • Telephone (865) 594-1800

THE UNIVERSITY OF TENNESSEE

Institutional Review Board
Office of Research
404 Andy Holt Tower
Knoxville, Tennessee 37996-0140
865-974-3466
Fax: 865-974-2805

01/16/2003

IRB#: 6340 B

TITLE: A Qualitative Study of Primary Level Classroom Teacher Practices with English as a Second Language Students

Patten, Rachel
Theory & Practice in Teacher Education
7900 Johnson Drive
Knoxville, TN 37998

Turner, Dr. Thomas
Theory & Practice in Teacher Educations
A222 Claxton Addn.
Campus

Your project listed above was reviewed. It qualified for expedited review and has been approved.

This approval is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #3 below).

Responsibilities of the investigator during the conduct of this project include the following:

1. To obtain prior approval from the Committee before instituting any changes in the project.
2. To retain signed consent forms from subjects for at least three years following completion of the project.
3. To submit a Form D to report changes in the project or to report termination at 12-month or less intervals.

The Committee wishes you every success in your research endeavor. This office will send you a renewal notice (Form R) on the anniversary of your approval date.

Sincerely,

Brenda Lawson

Brenda Lawson
Compliances

Rachel Patten
Teacher Education at JBC
7900 Johnson Drive
Knoxville, TN 37998



Dear Fellow Educators,

As part of my dissertation research at the University of Tennessee, I am gathering information from teachers like you about the methods you use with ESL students in your classroom. The information about the triumphs and hurdles that you face each day would be gleaned from one 30-45 minute interview, which will be taped and transcribed.

In order to gain a richer picture of teacher practices, four teachers (two from West Hills and two from Farragut) will be selected from those interviewed on the basis that they currently have ESL students in their classroom and are willing to be observed in their classroom setting when the ESL students are present. I would like to see each teacher in 4-5 subject, or lesson settings.

It is NOT my goal to identify successful or non-successful strategies or behaviors. I just want to learn from you. Your participation is voluntary and you will remain completely anonymous. A code name will be assigned to you and to the school to ensure that your anonymity will be protected throughout the process, including in the reporting of any findings.

Thank you for your assistance

Rachel Patten

****

Rachel Patten has my permission to conduct an interview _____yes

Rachel Patten has my permission to observe in my classroom _____yes
between January – March of the 2002-2003 school year.

_____ _____

Signature Date

APPROVED
By Brenda Lawson
Date 1-16-03

Rachel Patten
Teacher Education at JBC
7900 Johnson Drive
Knoxville, TN 37998



Dear Fellow Educators,

As part of my dissertation research at the University of Tennessee, I am gathering information from teachers like those at your school about the methods they use with ESL students in their classrooms. The information about the triumphs and hurdles that they face each day would be gleaned from at least one interview and possibly observation in their classrooms when the ESL students are present.

I would like to interview three or four teachers in second or third grade who have had positive or negative experiences dealing with ESL students. It is NOT my goal to identify successful or non-successful strategies or behaviors. I just want to learn from the teachers. Their participation is voluntary and they and your school will remain completely anonymous in all reports and publications of the data collected.

Thank you for your assistance

Rachel Patten

Rachel Patten has my permission to conduct an interview and to observe in Gap Creek School in the fall and winter of the 2002-2003 school year.

F. Darlene Justice 11/18/02

Signature Date

Rachel Patten
Teacher Education at JBC
7900 Johnson Drive
Knoxville, TN 37998



Dear Fellow Educators,

As part of my dissertation research at the University of Tennessee, I am gathering information from teachers like those at your school about the methods they use with ESL students in their classrooms. The information about the triumphs and hurdles that they face each day would be gleaned from at least one interview and possibly observation in their classrooms when the ESL students are present.

I would like to interview three or four teachers in second or third grade who have had positive or negative experiences dealing with ESL students. It is NOT my goal to identify successful or non-successful strategies or behaviors. I just want to learn from the teachers. Their participation is voluntary and they and your school will remain completely anonymous in all reports and publications of the data collected.

Thank you for your assistance

Rachel Patten

Rachel Patten has my permission to conduct an interview and to observe in Farragut Intm. School in the fall and winter of the 2002-2003 school year.

Signature Date Nov 6, 2002

Rachel Patten
Teacher Education at JBC
7900 Johnson Drive
Knoxville, TN 37998



Dear Fellow Educators,

As part of my dissertation research at the University of Tennessee, I am gathering information from teachers like those at your school about the methods they use with ESL students in their classrooms. The information about the triumphs and hurdles that they face each day would be gleaned from at least one interview and possibly observation in their classrooms when the ESL students are present.

I would like to interview three or four teachers in second or third grade who have had positive or negative experiences dealing with ESL students. It is NOT my goal to identify successful or non-successful strategies or behaviors. I just want to learn from the teachers. Their participation is voluntary and they and your school will remain completely anonymous in all reports and publications of the data collected.

Thank you for your assistance.

Rachel M Patten

Rachel Patten

Rachel Patten has my permission to conduct an interview and to observe in West Hills School in the fall and winter of the 2002-2003 school year.

Pat Shelburne — 11-25-02

Signature — Date

Vita

Rachel Patten was born in Gilroy, California and raised in Seoul, Korea. She attended Seoul Foreign School throughout her childhood and graduated from there in 1979. From there, she went on to Johnson Bible College in Knoxville, Tennessee. She graduated from Johnson Bible College with a degree in teaching and moved to Cookson Hills Christian Children's Home in Oklahoma to begin her teaching career. After three years in Oklahoma, Ms. Patten returned to Seoul Foreign School and taught there for four years. She moved to Oregon to be near family and to attend Western Oregon State College (Now called Western State University). She graduated from there in 1996 with a Master of Science in Elementary Education, while teaching at Santiam Christian School in Corvallis, Oregon.

Ms. Patten was invited to join the faculty of Johnson Bible College in 1997, to teach in the Teacher Education Department. She is currently completing the requirements for her Ph. D. at the University of Tennessee, in Knoxville.

3444 1896 25
03/31/04 MAB